# SAFETY Education

NOVEMBER 1958
*Two Sections · Section One*

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

**HAVE YOU CONSIDERED A HANDBOOK OF SAFETY REGULATIONS?**

See page two

# *As I See It . . .*

OCTOBER'S bright blue weather may shine through a few days of November, but there is no doubt that the next to the last month is usually part of the bleakness and cold of the dying year. Squirrels and other prudent animals scurry to amass a huge winter store of food, knowing that the pile will dwindle as winter prevents further gathering and hunger demands satisfaction.

November should have a "stockpile effect" on school personnel responsible for safety education. Accident prevention and safety education materials and ideas should be developed, preserved and stored during the Fall and Winter when youngsters are lessening outdoor activities and lowering school accident rates. All this pre-planning must be done to prevent a rash of mishaps when Spring permits a return to the out of doors, *but* it must be in conjunction with the usual attack on Fall and Winter accidents in gymnasiums, corridors, auditoriums, the home and other indoor areas.

Safety's storehouse should consist largely of good planning sessions. Many of next Spring's solid blows for outdoor safety might be planned in November faculty workshops covering some of these:

- Teacher leadership in supervision and accident prevention.
- Safety education curriculum problems and teaching techniques.
- Special programs, campaigns and safety events.
- Audio-visual and other teaching aids.
- Work with student councils and committees.
- Community aids to safety education.

November stock-piles of safety education ammunition *will* have an effect. Thoughtful consideration before Spring of the special problems youthful exuberance and *joie de vivre* bring to Spring accident prevention will cut back on those discouraging trends in child accidents which often come in April and May.

We predict you'll have a satisfied smile when you see good results next Spring. No provident Winter storer is ever unhappy in May!

CHARLES FRENCH
*Senior Consultant*
*School and College Division*


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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

# SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVIII No. 3 Section One

Beverly Thompson Kramer, *Editor*
H. W. Champlin, *Advertising Manager*

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Chartered by the Congress of the United States

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1939, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Copyright, 1958, by the National Safety Council. Printed in the U.S.A. Subscription price $3.50 a year. Ten per cent discount to schools. Reduced prices for quantity orders.

# Can You See the Trees

# for the Forest?

**. . . of safety regulations that have grown up in your school system through the years? Many school systems are clarifying their safety regulations and program by producing a safety handbook for all those who must know what's going on in safety. Here's why—and how—this should be done . . .**

THERE's no question about it—today's teachers and administrators want to provide a safe, healthy atmosphere for their students, but they are sometimes at a loss about how to proceed. It is true that we attempt to provide a reasonably safe place for our students to work and play and also to supply certain supervision to make sure they are not injured.

But if we are to do a complete job in safety education, we must also include every phase of the community as well as the school's influence on the child. This is why a handbook of safety regulations is a necessary item in an up-to-date, progressive school system. It brings to the attention of the school and community the rules and regulations of which they might otherwise be unaware.

A handbook of safety regulations is an excellent method of informing the school administrator and teacher of certain rules and regulations set up by city, state and federal agencies, since its primary purpose is to gather together all of the rules and regulations pertaining to general safety and fire prevention which teachers, principals and other administrators are expected to observe and enforce as a part of their assigned duties in the operation of their schools.

Unless regulations are readily available for study, review or reference, their worth to the organization becomes obscure and their effectiveness as a means of communication is diminished. Regulations can become so cumbersome that the operational procedures necessary for compliance are lost; "one cannot see the trees for the forest."

In the modern school system with all of its departments, administrators, teachers and maintenance people, most people are unfamiliar with each other's activities. A handbook, then, spells out some of the safety factors which might affect the school custodian, safety factors which have been set up by his department and of which the school administrator should be informed. If the school is fortunate enough to have a safety coordinator for the building, a handbook of safety rules and regulations would serve as an ideal guide.

In the Detroit Public Schools, many statements had been released to principals and teachers over a period of years setting forth policies and practices controlling the safe use of vocational equipment. Because of the span of time and changes in personnel, there were repeated requests to bring all of these statements together, with necessary revisions, to show current practices. By devoting a chapter in our *Handbook of Safety Regulations* to the school vocational department, a great service was accomplished.

It was discovered, also, that other departments, such as Maintenance, Health and Physical Education, Visual and Radio Education, Science, Art and R.O.T.C., had the same problem that had confronted the Vocational Department; and these departments were given the opportunity to assemble, each in its own chapter of the handbook, all rules and regula-

tions in regard to safety. We also included one chapter on pertinent information about employee accidents and laws regarding Workmen's Compensation.

Certain steps should be taken when considering what should be included in a handbook of safety regulations. The many departments of the school system should be consulted to see if they have something of value to contribute. City and state agencies should also be contacted to make sure that any directives from their departments affecting traffic control, fire hazards, health and welfare of children, etc.—all are included.

From school files, all directives from present and past administrations should be gathered and utilized where applicable. Many of these may be obsolete, or perhaps they may merely need to be brought up to date.

How best to publish these essentials is a problem that each school or school system must face. The three best forms, determined by a recent survey, are listed below:

1. Many schools find it desirable to have the safety regulations stated as policies and included in a handbook or manual with other school policies. The policies are indexed by code number and by policy subject. The policies on safety are established from former procedures and directives.

The flexibility of these manuals provides for current procedures at all times. This is possible by using loose-leaf notebooks and having policies of departments or areas prepared individually and designated by code number. Withdrawals, changes or additions may be made at any time. This method does not include the detailed procedures of the safety regulations which may be found in a handbook, but it does provide broad statements concerning safety practices.

2. A large group of schools administers safety regulations by bulletins or directives issued from the central office at various times during the school year. Each school devises a system for filing bulletins and directives. It is customary to re-issue the material each year, making necessary changes.

3. Large school systems have had committees working on handbooks of safety regulations. These school committees develop an all-inclusive regulation handbook covering all the aspects of school safety. The handbooks are very complete and contain many safety procedures that are necessary in the complex organization of large school systems.

***By Chester C. O'Hanlon***
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*Denver, Colorado, Public Schools*
*Chairman, Committee on Handbooks*
*of Safety Regulations*
*Safety Education Supervisors' Section*

***and***

***Ronald Patterson***
*Supervisor, Safety Education Department*
*Detroit, Michigan, Public Schools*
*Member of the Committee*

A table of contents and an index increase the usability of the handbook. From the table of contents, any school or school system could find the basis for a complete handbook. Each regulation title would suggest a topic for a compilation of the essential safety procedures.

Following is a table of contents that should help in organizing a safety handbook. Civil defense and natural disaster procedures are not included, since this is handled by a separate committee in the Detroit public schools, and this table of contents is taken from the Detroit handbook. The loose-leaf design of the Detroit handbook, with the pages of each chapter numbered independently, also makes substitution of pages easy for any changes which may be incorporated in the future.

Suggested Table of Contents

*I. Standard Procedure in Case of Accident.*
- A. Procedure in Case of Accident.
- B. First-Aid Cabinets.

*II. Street and Highway Protection.*
- A. Safety Patrol Organization.
- B. Requests for the Assignment of Adult Protection to School Crossings or the Addition of Traffic Signals.
- C. School Janitor Traffic Duty.
- D. Police Protection and Cooperation.
- E. Traffic Signal Lights.
- F. Pedestrian Tunnels.
- G. Routing of School Children.
- H. Parents' Cars.
- J. Students' Cars.
- K. Parking.
- L. Bicycles.
- M. Roller Skates.
- N. Street Vendors.
- O. Dismissals.
- P. Special Evening Activities.
- Q. Student Messengers.
- R. Trips and Excursions.

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## Can You See the Trees for the Forest?

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- A. Regulations.
- B. School Service Patrols.

*IV. Stairway, Hall and Corridor Accident Prevention.*
- A. Inherent Hazards.
- B. Service Patrol Organization.

*V. Classroom Accident Prevention.*
- A. Sharp-pointed Objects.
- B. Swallowing Objects.
- C. Lifting or Carrying Heavy Objects.
- D. Policy on the Moving of Pianos.
- E. Improvised Ladders.
- F. Housekeeping.
- G. Door Accidents.
- H. Paper Cutters.
- J. Glass Receptacles.
- K. Hot Pipes.
- L. Souvenirs of War.
- M. Injured Pupils Attending School.
- N. Extra-Curricular Clubs or Organizations.
- O. Summary.

*VI. Fire Prevention.*
- A. Responsibility.
- B. Fire Inspections.
- C. Emergency Devices and Procedures.
- D. Housekeeping Regulations.
- E. Capacities.
- F. Lighting.
- G. Stage Hazards.

*VII. Fire Drills.*
- A. State Law Requirements.
- B. Purpose.
- C. Fire Dismissal Signal.
- D. Recall Signal.
- E. How to Organize.
- F. Use of All Exits during Drill.
- G. Responding to Fire Dismissals.
- H. Control.
- J. Blocked-Exit Drills.
- K. Dismissals Not to Be Delayed.
- L. Clearing Exits.
- M. In Case of Fire.
- N. General Information.
- O. Method of Reporting Drills.
- P. Suggested Fire-Drill Procedure.

*VIII. Safety Regulations for Health and Physical Education.*
- A. All Schools.
- B. Elementary Schools.
- C. Junior High Schools.
- D. High Schools.
- E. Physician's Certificate for Evening and Summer Schools.

*IX. Safety Regulations for Vocational Education.*
- A. Policies and Practices Controlling the Safe Use of Vocational Equipment.
- B. Safety Instruction.
- C. General Regulations.
- D. General Instructions to Shop and Home Economics Teachers.
- E. Special Instructions to Home Economics Teachers.
- F. Special Instructions to Shop Teachers.
- G. Shop and Laboratory Regulations.
- H. Shop and Laboratory Safety Organization Plan.

*X. Safety Regulations for Visual and Radio Education.*
- A. General Statement.
- B. Assignment of Responsibility.
- C. Student Assistance.
- D. Transfer, Repair and Storage of Equipment.
- E. Operation and Care of Audio-Visual Equipment and Teaching Aids.
- F. Stage Equipment and Scenery.

*XI. Safety Regulations for Science.*
- A. Basic Responsibilities.
- B. General Precautions.
- C. Chemistry Laboratories.
- D. Physics Laboratories.
- E. Biology Laboratories.
- F. Elementary School Science.

*XII. Safety Regulations for Art Education.*
- A. Safety Habits.
- B. Basketry Materials.
- C. Silk Screen.
- D. General Precautions.
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*XIII. R.O.T.C. Units—U. S. Army.*
- A. Safety Rules for Rifle Ranges.

*XIV. Employee Accidents—Workmen's Compensation Law.*
- A. All Paid Employees Included.
- B. Compensation.
- C. Reporting Accidents.

## *Hazardous Occupations Orders Amended to Exempt Students*

CERTAIN hazardous occupations orders have been amended, effective September 23, to exempt student-learners enrolled in cooperative vocational training programs, Secretary of Labor James P. Mitchell has announced. These amended orders have previously set an 18-year age minimum for employment in occupations hazardous for minors and are issued under the child-labor provisions of the Fair Labor Standards Act.

The new amendments, affecting Orders #5, #8 and #12, will permit 16- and 17-year-old student-learners to work part-time under specified safeguards in cooperative vocational education programs in industries using certain woodworking and metalworking machines.

The orders were amended as the result of evidence and information received at a public hearing held in Washington, D. C., on June 17. The hearing was held after a study was made by the Bureau of Labor Standards at the request of educators who believed that a limited exemption would step up development of vocational courses.

Copies of the revised orders may be obtained from the Department's Wage and Hour and Public Contracts divisions.

# *Shoot* for the Good Turn

**Gunning for safety, Iowa Scouts go to class to learn arms rules.**

THERE are at least 37 "safe hunters" in Waverly, Iowa. You can tell them by the bright yellow safe hunter patch they're wearing.

These 37 are mostly Boy Scouts or Explorers who have completed a gun safety training course. The course, held by Troop 90, Post 90, kicked off the 1958 *National Safety Good Turn* program of the Waverly Boy Scouts. Graduation came during National Scout Week last winter.

Sponsored by the National Rifle Association, the course consisted of six hours of classroom instruction on all phases of firearms safety. When the boys had completed it, they had a two-hour outdoor session during which time they demonstrated what they had learned.

The final graduation exercises saw each student-hunter shooting several rounds with a .45 Colt Peacemaker.

The course, which now will be an annual event, was taught by Bob Hinkle, the Scout Post advisor, who is also a member of the National Safety Council●

When rules were mastered, Scouts took to the field to practice the safe firearms regulations.

Instructor Hinkle breaks barrel to show Scouts how to carry a gun through fence or into home.

Scout demonstrates rules during classroom period, where students learned all phases of gun safety.

*Ten Commandments of Gun Safety* were learned in class by Scouts to make them safe hunters.

**Even in the best-run safety programs, accidents sometimes occur. The author tells how the school nurse can act to minimize injuries, how she can train others to act when she is not there, and how she can add her voice to the safety education program.**

*By Mildred W. Catchings*

Mrs. Catchings is a teacher-nurse with the Chicago Board of Education. Her title, peculiar to the Chicago Board of Education, is synonymous with school nurse.

EVEN in the best organized schools some accidents and illnesses will occur. Sound policies are needed to meet such emergency situations and to lead to an effective program of preventing further injury to children.

Although the basic principles applied here may be a guide in developing an emergency program in any school, there will be wide differences based on individual peculiarities. Large city school systems will differ from smaller urban schools, and both will be quite different from rural school districts.

Each plan must meet the needs of the school and its environment, and no two schools, even those in the same system, have identical health activities. The school nurse working in two schools rarely carries identical programs in both schools. Each school in any system should have planned written policies for emergency care, and written standing orders covering the care of major and minor accidents and illnesses. Such policies should be developed and agreed upon by the local school health council or board of education's medical advisory committee or medical director, and approved by the local medical society.

The policies and instructions should be clearly understood by all personnel giving emergency care. Each copy of instructions for emergency care should list:

1. Instructions for giving immediate care—standing orders for first aid.
2. Directions for notifying parents of sick or injured children.
3. Procedure for getting a pupil home or to the hospital when the parents cannot be contacted.
4. Methods of contacting the physician—when a private physician's service is used in emergency care.
5. Directions for notifying police in areas where this is required.
6. Procedures for guiding parents, when necessary, to proper source for treatment.
7. Directions for making accident reports.

When a serious accident or sudden illness occurs in school, time is the first consideration. If the nurse is available, she takes charge; if not, a person trained in first aid takes over. The nurse plays an important part in educating school staff not to waste time in waiting for her when a serious emergency arises. Whoever is in charge should follow emergency procedures immediately. This means doing simultaneously the following things: giving first aid, notifying the principal, notifying relatives and securing the nearest physician, ambulance or police service as indicated in written instructions.

It is especially important for the nurse to stress that in serious cases the person giving first aid should limit his help to what is actually needed to restore breathing, stop bleeding and prevent shock and infection. Safety is to be put ahead of comfort, and moving the injured child is to be avoided.

The nurse can teach the patrol boys and other pupils who usually help children in times of accidents that they should always take the nurse or teacher to the injured child rather than take the injured child to the nurse.

### Injuries Occurring in the School's Jurisdiction

First aid may be considered as the immediate temporary care given in order to save life, prevent further injury, and alleviate severe suffering in an illness or accident. The school is responsible for seeing that a child injured at

Reprinted, with permission, from *Nursing Outlook*, February, 1958.

# The School Nurse and Accident Prevention

school is given first aid until the parent or police officer arrives to take responsibility or until a physician is available.

The nurse or some responsible adult in the school gives first aid. A sound principle is to train all members of the teaching staff so they may be responsible to act in the absence of the nurse when emergencies arise. The school authorities have primary responsibility for this because it deals with teacher preparation. In most schools the physical education teachers have been given adequate preparation in first aid and safety techniques, and usually, they handle emergencies in the nurse's absence. It is now an accepted idea for all persons preparing to teach to have some knowledge of first aid.

The amount of help the nurse can give in emergencies depends upon the amount of nursing time available. If this is limited, her help in planning to meet emergencies is more valuable than in giving first aid. Her responsibility in giving first aid should be confined to caring only for those with severe injuries or illnesses and giving instructions or suggestions to others performing first aid in her absence. If the school's program is to function smoothly, the nurse's responsibilities in relation to the general plan of emergency care should be stated clearly and understood by the entire school staff.

The major points of all emergency plans are:

1. If the nurse is away from the school at the time of a serious accident or illness, a written report should be made so that she will have a copy on her return and can follow up, if necessary, to help parents get adequate care for the child.

2. First aid kits should be strategically located throughout the school. Their contents should have been planned on the advice of the school medical advisor or advisory council and should be adequate to meet anticipated needs. Written instructions for emergency care should be attached to every kit or located close by.

3. The nurse's time is too limited to make daily or weekly checks to refill first aid kits. A reliable person can be appointed for this job, but the nurse must be sure that it is being done properly and that all supplies in the kits are covered by instructions. She can supervise the arrangement of supplies in the first aid kits so that they are convenient and the instructions can be clearly understood.

4. The kits should always be accessible when needed, but not accessible to small children who might be injured by them. Some schools have found it advantageous to have small kits in the kindergarten room, the principal's office, and the lunch room; larger kits are kept in the health room, gymnasium, and shops. We like fitted cases in which the supplies are packed, and which may be hung on the wall or easily carried. When an accident occurs on the playground or on the stairs, and the child should not be moved until first aid is administered, it is most convenient to carry these to the scene.

5. The information needed for contacting the parents must be accessible. It may be in a separate file or included on the pupil's history card. This information includes the parent's name, address, and telephone number; his

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place of employment, address, and telephone number; the family physician, his address and telephone number; the hospital of the parents' choice. It is advisable, also, to have the name, address, and telephone number of a relative or friend, approved by the family, who will accept responsibility for temporary care of the child when parents cannot be reached. For those children who have no telephone in the home, the telephone number of a neighbor who will call or get a message to the parent is advisable.

Inability to reach parents when accidents or sudden illnesses occur presents a problem. Often, the information needed is incorrect, and emergency records are useless unless they are filled out completely and kept up to date. The classroom teacher can help by keeping the files current, checking with pupils occasionally, and correcting information when necessary.

Because the files should be readily accessible, it is preferable to keep them in the principal's office where all school personnel have immediate access to them when the need arises. Some schools prefer to have the records kept in individual classrooms, the health room, or the physical education office. No matter where they are kept, all teachers should know where they are.

Parents should be notified immediately and tactfully of their child's sudden illness or serious accident. If possible they should be telephoned, but if they do not have one and live near the school, the principal may assign someone to go for them. It is not necessary for the nurse to make the call, but she can suggest what the parent should be told so that confusion or panic may be avoided. The messages should include instructions on where to come for the child—usually the principal's office—and when necessary, parents should be escorted to the sick or injured child.

If the person whose name is given on the emergency card cannot be reached, and the child is in serious condition making delay unsafe, the person in authority at the school decides what is to be done. The child's safety and welfare are given primary consideration; the unknown wishes of parents and the legal aspects are secondary.

The nurse often has knowledge of the family circumstances and attitudes, and her suggestions may be helpful to the school administrator in arriving at the best decision. In such event, if an ambulance has been requested and contact has not been established with the relatives, the school administrator designates some responsible member of the staff to accompany the pupil. Usually this is the nurse, and she stays with the child at the hospital until the parent or his representative arrives.

Most school systems do not require the nurse to transport pupils except in extreme emergency. The school authorities should consult with the local medical and nursing groups and the parents in developing policies for transporting sick or injured pupils. The nurse's car should have adequate insurance coverage because traffic accidents may occur while a child is being transported in it.

If the accident does not warrant immediate hospital or physician's treatment, and the parent comes for the child, the nurse suggests that the parent seek medical care if the child does not feel better after a certain time, as the occasion may warrant. She should stress also that the school's responsibility is to give immediate first aid treatment but that further treatment is the parent's responsibility. If the parents cannot afford to pay for treatment, the nurse should refer them to the proper clinic or to a welfare agency for financial assistance.

If a child's condition is such that he may be removed to the address given on the emergency information record, and if the parent cannot be reached or cannot come up to school for the child, the principal is responsible for designating someone to take the child home. Before sending the child home, however, the person in authority should be sure that some responsible person will be there, if the parent is not. When the nurse is asked to take the child home, it gives her an opportunity to instruct the parent or responsible adult in the steps that should be taken. Because the nurse often does not accompany the child home, some written instruction should be sent with the accompanying adult.

If neither the parent nor the person representing the parent can be reached, and the child's condition does not require immediate medical care, the school should provide a place for him to lie down until some better arrangements can be made for him. A folding cot is very useful in such cases.

Minor injuries such as abrasions, bruises, scratches and so on can be treated at once, and the pupil will usually remain in school. When there is some doubt in minor emergencies whether the pupil should be sent home or be allowed to remain in school under the nurse's observation, the nurse, because of her experience and knowledge, can advise the principal on the best procedure to follow. Although many minor accidents do not warrant exclusion from school, the parents should be notified in writing about all accidents. Form letters can be used.

Some pupils may refuse to accept first aid because of certain beliefs which they or their parents follow. In such cases, this information should be noted on their emergency record cards, and when an emergency occurs, the school should notify the parents promptly so that the responsibility is placed with them. The nurse and other school personnel should have in writing their legal responsibility in such cases.

Teachers should be encouraged to use discretion when sending a pupil to the nurse for

*The nurse must be alert to unsafe conditions in the school.*

first aid. Some teachers say, "Go to the nurse" every time a child complains of a slight pain or scratches himself slightly. Much of the nurse's time used in caring for such injuries, which could be treated by the teacher or pupil himself under her direction, could be used more effectively in other activities. One way to handle this is to see that emergency instructions emphasize that the nurse gives first aid only to pupils who come with a written referral from the teacher. This does not include major emergencies where time is important.

Referrals for first aid can be a printed form with places for name, room number, reason for referral, and teacher's signature. When students come to the nurse with such a form filled out, she gives first aid, records what was done, adding any suggestions which may be needed, and returns the form to the teacher.

As soon as possible after an accident, an accurate and detailed report should be made. All reports should include:

Name, address and time the accident occurred.
Place of accident—school building, school grounds, to or from school.
Nature of the injury.
Description of accident: how it happened, what the student was doing.
Part of the body injured.
Immediate action taken.

Accident recording is the responsibility of the individual teacher, and the nurse records in the report the treatment she gave.

### Injuries Occurring Outside the School's Jurisdiction

Injuries or accidents occurring in the home or out of school are primarily the responsibility of the family or family physician. Classroom teachers and parents must understand this. If pupils are allowed to come to the nurse for treatment of old scratches, cuts and burns, much of her time will be wasted, and parents and children will develop a wrong idea of the function of the school in relation to treatment. The nurse should not disturb any dressing put on the child at home or by the physician unless she has definite instructions from the physician.

There are two situations, however, in which the nurse would be interested in injuries occurring at home. These are dog bites and puncture wounds that have not received medical attention. Most states require by law that animal bites of human beings are to be reported to the police department or the health officer promptly.

When she learns of such incidents, the nurse should get the complete history, report the case to the proper authorities and refer the child to the proper source for treatment. If a dog bite occurs on the school grounds, the nurse follows standing orders for first aid treatment, as she does for a puncture wound which occurs at school. Tetanus prophylaxis may be indicated for an infected puncture wound. The nurse is responsible for referring the child for medical care.

### Safety

Teamwork is necessary for a good accident prevention program in the school. This includes cooperative planning with the children, the teachers and the parents, plus a safe environment. If the nurse's contribution to accident prevention is to be constructive, it is essential for her to know as much as possible about acci-

*(Continued on page 24)*

# What is Good

**What type of training do students need to be adequately prepared to teach safety—or driver education? Here is what a California conference on the subject has recommended.**

***By John Eales***
*Consultant*
*Bureau of Secondary Education*
*California Department of Education*
*Sacramento, California*

WHAT does an elementary or secondary school teacher need to know about safety and driver education to be competent in these areas?

Why don't we get more uniformity in the teacher education programs in safety and driver education now being offered in our teacher education institutions?

Does a two-semester-hour course in general safety and a two-semester-hour course in driver education, typical total offering of many of our teacher preparation institutions, actually meet the needs of our teachers?

To answer these questions, New York University's Center for Safety Education, the University of California at Berkeley and the California State Department of Education cooperated recently in planning and conducting the first Western States Conference on the Preparation of Teachers in Safety and Driver Education.

Held June 2-4 at the University of California Extension Center in San Francisco, the meeting was attended by representatives of teacher education institutions, state departments of education and lay groups interested in safety and driver education.

Planning committee for the conference was composed of Marland K. Strasser of the Association of Casualty and Surety Companies, acting for New York University; Helen Hammarberg, head of the Department of Conferences and Special Activities of the University Extension of the University of California, representing that institution; Carl A. Larson, specialist in teacher education, and the author, representing the California State Department of Education. Dr. Strasser was coordinator of the Conference.

Conferees were divided into five groups, each of which discussed and analyzed what an adequately prepared teacher needed to know in a particular area. Areas studied were:

- *Fundamentals of Safety Education.*
- *Curriculum, Techniques and Materials for Teaching Safety Education.*
- *Driver Education (Classroom phase).*
- *Driver Education (Practice Driving).*
- *Organization, Administration and Supervision of School Safety.*

Talks on various phases of teacher preparation in safety were presented to the three-day conference by Dr. Herbert J. Stack, former director of the Center for Safety Education, New York University, (his paper was read by this author); J. Burton Vasche, associate superintendent of public instruction, California State Department of Education; Velma Linford, superintendent of public instruction for the state of Wyoming (his paper was read by Duane Andrews); James Stone, director of teacher education, University of California; Cecil Zaun, supervisor of safety of the Los Angeles City Schools; and Wayne Hughes, director of the School and College Division, National Safety Council, whose paper was read by Daniel Webster.

As the Conference ended, each group made an analysis of what an adequately prepared teacher of safety and driver education needed to know and suggested the minimum number of semester hours which should be devoted to the area under discussion. (It was recognized

that many teacher education institutions might break some areas into several courses, each having a separate allotment of credit, but this was considered to be the prerogative of each institution. The semester hour recommendation merely referred to the minimum hours necessary to cover the area being studied.) Recommendations were:

*Fundamentals of Safety Education*—A minimum of three semester hours.

*Curriculum, Techniques and Materials for Teaching Safety Education*—A minimum of three semester hours.

*Driver Education (Classroom) and Driver Education (Practice Driving)*—A minimum of eight semester hours for both of these areas together.

*Organization, Administration and Supervision of School Safety Programs*—Probably a minimum of four semester hours.

It must be recognized that teachers of safety and driver education must have a command of the subject content in the field as well as general knowledge about teaching and administering the program. Each of the five areas listed above contains content material as well as information of a professional education nature. In particular, areas one, three and four contain a great amount of subject matter.

Conferees agreed that these courses should be offered as follows in the college years:

*Freshman*—Elementary Psychology and Elementary Sociology;

*Sophomore*—General Safety and First Aid. (First aid should be taken before the student moves into any advanced courses in safety and driver education.)

*Junior*—Fundamentals in Safety Education. (This course would be a pre-requisite to courses in the senior year but open to all teachers in training, who should be encouraged or required to take it.)

*Senior*—Curriculum, Techniques and Materials for Teaching Safety Education, Driver Education (Classroom) and Driver Education (Practice Driving.)

*Graduate*—Organization, Administration and Supervision of the School Safety Program.

Psychology and sociology were placed at the freshman level in the sequence of studies because the group felt that some elementary command of these fields should be a pre-requisite to studying safety and driver education.

The sequence worked out includes both subject matter content and material which would be properly classified as professional. At present, most courses in safety and driver education include both content and professional material.

The study groups indicated that *Fundamentals of Safety Education* would include both content and professional material, but would stress content. *Curriculum, Techniques and Materials for Teaching Safety Education* would be almost entirely professional in nature as would *Organization, Administration and Supervision of School Safety Programs.* On the other hand, *Driver Education*, both classroom and practice driving, is chiefly a content area.

There is much content to be studied in detail while preparing to be a teacher or supervisor of safety and driver education. Although there was no time to make an intensive study, the group did list a number of such areas as: home and school safety, farm and ranch safety, traffic safety, safety in recreational activities, fire safety, using firearms safely, water safety, the safe handling of explosives and rockets, industrial and school bus safety, problems of school liability and school work in civil defense.

Conferees recommended that safety be taught as part of the regular classroom work in elementary schools and not set aside as a separate subject, and that secondary schools should provide safety instruction in all courses where such learning has a place—school shops, physical education courses and the like. At the same time, secondary schools should provide separate courses if necessary, as in driver education.

Conference participants concluded that teacher preparation in safety and driver education remains largely an untouched field in the western states●

# *Preparation for Teaching Safety?*

forum-in-print

# What Type

*DORIS HUTCHINSON, Supervisor of Health and Physical Education, Greensboro Public Schools, Greensboro, North Carolina.*

Jungle gyms, horizontal ladders, triple height chinning bars, tunnels (large terra cotta pipe), balance beams, tetherball posts, box hockey, climbing ropes, climbing poles and low basketball goals—these traditional types of apparatus and many others which are products of more recent imaginations can, without ignoring the need for safety, make a playground developmental for the child. Local public school records examined over a three-year period show that less than one one-hundredth of the accidents reported in grades one to twelve occurred on the equipment mentioned above.

In planning, conditioning, equipping and maintaining a playground for kindergarten and primary ages, many needs deserve consideration:

1. *Imaginative, creative stages of development, frequently observed in young children, can best thrive and be fully meaningful when playground surroundings capitalize on natural resources*—trees, flowers, banks, birds, interesting natural space arrangements, use of scattered and varied play spaces rather than a few centralized spaces.

2. *A smooth terrain*, graded and free of erosion, seems to assure a minimum of accidents.

3. *Equipment and apparatus* chosen for the grounds will be of greater benefit to the child if they are of a type involving vigorous movement which develops strength in arms, shoulders and abdominal regions. Apparatus which supports all of the child's weight for him, requiring no exertion, power or active movement, will do little toward developing stronger muscles, more effective neuro-muscular coordination and a greater sense of courage.

4. Just as important as equipment is the need for wisdom in administration for the best use of the grounds. *Scheduling* which avoids placing too many groups on the grounds at any one time is perhaps the greatest single factor in prevention of playground accidents and creating a good atmosphere for learning.

5. Thoughtful *spacing of equipment and apparatus* can play an important role in safety.

6. *Having enough playground pieces* to enable a class or classes to scatter, with children grouping themselves in small groups rather than in masses, helps to avoid the hazard inevitably arising from too many people on too limited a space.

*THEODORA B. REEVE, State Education Department, Bureau of Child Development and Parent Education, Albany, New York.*

If I were the administrator, the supervisor or the teacher I would include apparatus in planning a playground for children in the kindergarten and primary grades. And if I were a parent with young children in the local school, I would carefully scrutinize the play area to see that my youngsters were going to have the advantages of good, vigorous, appropriate play activities out of doors.

The administrator planning the new play area with the help of other school personnel, first considers the location. Ideally, it is near the children's classrooms, away from traffic and away from the more organized, boisterous outdoor play of intermediate grade children.

A good play area has sun and shade, grass, dirt and sand, some black top for wagons and tricycles, some mobile equipment and play apparatus. *What apparatus?* Children need some reasonably safe apparatus which will entice them to use it in a variety of ways for dramatic play and to develop their large muscles, help make their legs, arms, backs and tummies strong and well-coordinated.

Two or three kinds of climbing apparatus are a "must" in a play area for young children. On any climbing apparatus, children climb, jump and stretch and accomplish their own purposes in different ways at different times.

A jungle gym is good climbing apparatus. A three-way climbing and chinning ladder is another kind of play apparatus which aids children in learning skills of balance and coordination. Parallel bars and/or turning bars of two or more heights are useful and simple. The

# of Playground Apparatus?

**You're planning a playground for kindergarteners, first and second graders. You're wondering if playground apparatus is safe, and what type of equipment to buy. Here, seven educators tell you how they would proceed.**

timorous child enjoys the lowest turning bar, and the more adventurous is challenged by the highest.

It is not enough to know *what* apparatus to procure if I am really interested in year-round activities out of doors for children and if I am really concerned with providing as safe a play area as I possibly can. What else must I think about?

1. *Size of apparatus.* Safety depends partly on size. Not more than eight feet high for a jungle gym and 48 to 60 inches high for a climbing and chinning ladder; turning bars 36 inches and 48 inches high and 48 inches between uprights, set in concrete 36 inches in the ground. (Each child usually gauges how high he feels comfortable and safe in climbing.)

2. *Location on the play area.* School people should draw a total plan for the play area to make the most advantageous use of the total space. What is the best place for the storage shed? Where should the sand box be located? The climbing apparatus? Surely, the climbing apparatus is out of the traffic lanes of children pulling platform trucks; not near the children seeking a bit of quiet in the sand box, or building block houses.

3. *Repair of play apparatus.* Everyone concerned is constantly alert to the need for immediate repair of any broken play equipment.

4. *Surfacing under the play apparatus.* Areas around play apparatus should be surfaced with torpedo sand or a similar material. The landing space around and under the apparatus should be surfaced with at least six inches of sawdust, shavings or similar soft material.

*HELEN SECREST SANTRY, Kindergarten Teacher, School #86, Indianapolis, Indiana.* Considering both safety and safety education, if I were planning a playground for kindergarten and primary grades I *would* include apparatus for children ranging from four years nine months to about eight years of age.

Children of this age need much activity to develop their large muscles. Many homes, particularly in cities, cannot provide space for the activity needed by the growing child, so it falls to the school to provide necessary space and equipment for large muscle activities.

On such a playground, I would advocate the use of a jungle gym, barrels, walking planks with gradual elevations, jumping ropes, a low basketball net or one that could be adjusted in height, a slide and ring toss games. As a *must* I would include a set of traffic signals and tricycles, small cars or tractors to be used in safety instruction.

If storage space could be provided, I would add to this list a set of large building blocks, some carpentry supplies and a covered sand box. I have not mentioned swings, merry-go-rounds and teeter-boards because I feel this equipment presents more safety problems and affords no additional educational growth.

Children will need orientation to the use of their playground. A healthy social climate will need to be established within the classroom, and rules and regulations for playground behavior democratically established.

If the children are taught the proper use of the facilities and have established safety practices, if the equipment has been wisely chosen, and if the teachers give necessary supervision, no activity can equal a free play period in the out-of-doors. It can be looked upon as an activity having much to offer in democratic, scientific, psychological and social values.

*(Continued on next page)*

## *What Type of Playground Apparatus?* (Continued from preceding page)

*ETHEL MACINTYRE, Supervisor, Kindergarten Teacher Education, National College of Education, Evanston, Illinois.*

Equipment for school playgrounds for young children is important for, like materials in the classroom, the apparatus helps learning. Kindergarten and primary grade children need opportunities to exercise fast-growing bodies, to develop skills in handling themselves and to improve muscular coordination.

Formal, organized games played continually on a bare playground foster dependency-needs rather than strengthening feelings of adequacy and independence. As natural climbers, for their own self-protection children need a planned opportunity to learn how to manage equipment safely and independently.

Kindergarten and primary teachers should select the apparatus that is desirable considering the size and surface of the playground, climatic location of the school and the type of community it is to service. Many pieces of apparatus which have proven dangerous for the younger set should be avoided. For instance, apparatus which can go into fast motion with little effort may frighten young children. Heavy pieces should be stationary, allowing children to move about freely and in security. Climbing bars and jungle gyms are good examples.

Apparatus should be sized for little children. Stationary teeter totters, if used, should be low and short enough to prevent one child from being thrown when his partner slips off too quickly.

Most desirable are many pieces of movable equipment which can be easily stored. They provide frequent change of activity besides lending themselves effectively to creative play. Packing boxes, ladders, various sizes of boards, barrels, drag boxes, light-weight metal and saw horses fall into this category. A variety of pieces is necessary in order to arrange for groups and individuals to have directed and free choice of activity and at the same time to provide opportunity for quiet, imaginative play.

Many playground traffic jams can be avoided by careful placement of apparatus. Children need elbow-room at all times and manage better if they do not bunch together as they play. Space for circle games and fun running should be situated to keep children from bumping into swings and slides. A low hedge or bar in front of the swings will aid in reminding children of lurking dangers.

Sidewalks or their equivalent, placed in an interesting pattern, provide space for such things as wheel toys, balls and jump ropes.

The playground will be ready for use after completion of a careful study by the teachers of children's needs of space, safety, activity and fun. Through use of equipment and self-evaluation of play periods with teacher's guidance, the children will be able to devise some sound safety rules.

Young children need experience to build an understanding of the meaning of freedom and the responsibilities it carries. A thoughtfully-equipped playground, used under wise teacher guidance, is one of the logical places for children to gain such experience.

*DR. GERALD J. HASE, Supervisor, Physical Education and Recreation, New York State Education Department, Albany, New York.*

If I were planning a playground for kindergarten and primary grades, it would have a kindergarten apparatus area and a primary grades apparatus area.

It was found in a comprehensive survey of elementary schools in New York state that there was a low rate of accidents on playground apparatus based on the number of exposures. There were only 43 accidents out of 2,416,160 exposures, or a rate of 1.8 accidents per 100,000 exposures.

In other words, a class of 30 children could be exposed to playground apparatus every day of the school year (190 days) for a period of almost ten years before one youngster would be injured enough for a follow-up or referral. These findings indicate that playground apparatus is relatively safe for kindergarten and primary grade children.

This same survey showed that the only piece of playground apparatus that had a high accident rate was the giant stride. The developmental apparatus such as climbing structures, rings, hanging ladders and hanging bars had a lower accident rate than the recreational apparatus such as teeters, slides, swings and merry-go-rounds. It was also found that schools which had asphalt surfacing or dirt around their

**We asked this Forum-in-Print question: Considering both safety and safety education, would you, if you were planning a playground for kindergarten and primary grades, include apparatus? If so, what type of apparatus? If not, what activities should be put in place of apparatus work?**

playground apparatus had the highest rate for all types of accidents, while those which had sand under their playground apparatus had the lowest rate for all types of accidents.

I would have both developmental and recreational apparatus of the appropriate size for the kindergarten area and for the primary grade area. The only piece of apparatus I would not consider is the giant stride.

Under all pieces of apparatus there would be some resilient material such as sand or tanbark.

It is especially important that all elementary classroom teachers teach their children how to use playground apparatus safely, and that adequate supervision be given these areas of the playground at all times.

*ELIZABETH NETERER, Lawton School, Seattle, Washington.*

The first consideration is what children need; the second is how much and what kind of supervision and training can be counted on; the third, how much space is available, and the fourth, what kind of apparatus best meets the needs under existing conditions.

We know that young children need to exercise large muscles of back, legs and shoulders. This gives them urges to run, climb and tussle. Running needs space, climbing requires trees, fences or some kind of apparatus and wrestling on pebbly or hard surfaces often ends in fighting.

Running and falling are responsible for a great many accidents to children. This may be because big muscles drive children to exercise them; so all normal children run whether there is adequate space or not, and collisions often occur.

Many running accidents happen simply because no provision is made for children to do anything else. The larger the number of children in a given area, the more opportunity there is for accidents. The less room one can offer children, the more supervision and carefully directed programs are required for safety, and the more need there is for apparatus to give children the opportunity to use muscles that are crying for exercise.

Climbing is good for more than muscles; it is good for morale and a feeling of achievement.

With adequate play space, so that the apparatus can be out of the way of the running area, plenty of supervision and careful instruction, I would like these incentives for climbing and opportunities for teaching safe practices on playgrounds for young children.

*RUTH EVANS, Director of Physical Education for Women, Springfield College, Springfield, Massachusettes.*

The play of young children is active; who works harder than the five-year-old at play? He tugs, pulls, pushes, drags, he lifts anything that is portable and of suitable size for him to handle.

All these many forms of movement are an important part of the play adventure for children five to eight. Those who carry the responsibility for planning and equipping children's playgrounds should bear in mind the need for sufficient and suitable apparatus.

Packing boxes combined with boards, nail kegs and small-size saw horses comprise one group of play apparatus for little children. Supplied with these, a group of young children will build churches, garages, bridges, apartment houses, ramps; in fact, they will accomplish truly wonderful forms of construction.

Swings, if located on a soft surface and in a remote part of the playground, provide children with another type of play activity. Slides and horizontal ladders fall into this same category. Merry-go-rounds, rocking boats and teeters made by combining a board with a small saw horse, provide still another play adventure for little folk. Lastly, the jungle gym makes it possible for many children to enjoy vigorous activity and fun all at the same time.

Making children's playgrounds safe entails not the removal of play apparatus nor the prohibition of its use, but, rather, adequate supervision.

The teacher of young children who remains close at hand to suggest activities, to help with the solution of a problem, to encourage participation by all children, to insist upon fairness in sharing of play facilities and to help children learn the fundamentals of safe use of all these many things provides positive rather than negative use of a children's playground.

"Safety first" is not the answer. Instead, the answer is intelligent action●

# Glenbrook

***By Margaret L. Johnson***
*Director of Driver Education*
*Glenbrook High School*
*Northbrook, Illinois*

WE HAVE all had good reason to be proud of our glistening new high school since it opened in September, 1953. Serving the communities of Glenview and Northbrook, Illinois, Glenbrook High School is situated on a beautiful 75-acre site outside of the city limits of both towns. All students have to be transported to school, and two large parking lots accommodate the cars and buses that carry pupils and staff back and forth to school every day.

But when school first opened, it was evident that students were going to use these parking lot areas for unsafe show-off driving. No driving policies had yet been established.

Careless driving on the parking lot finally became such a problem that a group of interested students met with the author to discuss plans for setting up some sort of traffic control, hoping that through this project, safe and courteous driving might be developed on the grounds of Glenbrook.

## A DRIVER EDUCATION FEATURE

This first safety committee, after establishing the aims and methods of such a program, took their ideas to the Student Council. The Council then decided the project should be put before the student body, and, through the advisor rooms, the project was presented, discussed and finally voted upon by the entire student body. It was accepted by an overwhelming majority.

Now it was time for the newly-formed traffic control committee to really get to work! There were only about 600 students in school; total cars numbered about 300, including those driven by faculty and other school staff. All students, however, were entitled to free bus transportation.

The traffic control committee, under my direction, planned a traffic control project which would include inspection of cars, issuance of Glenbrook stickers, parking lot patrol, ticketing of violators and a student traffic court. All this information, procedures and policies were put into a booklet entitled *Glenbrook Traffic Code*. Each year since then, this traffic code booklet has been revised by the traffic control committee, which has become a permanent standing committee of the Student Council.

*The author and a student leader meet to record the proceedings of traffic violators' court.*

# Slows the Show-Offs

**Two brand new parking lots plus a beautiful school proved too tempting to some student show-offs when Glenbrook High School opened. So drastic measures were taken by the others. . . .**

When a student wishes to drive a car to school, he must get an "application to drive" form from the main office. At this time, he is also issued a copy of the code booklet. The application form is taken home, read and signed by the student's parent. The student is responsible for knowing the information in the code booklet. He brings the signed application back to school and gives it to his counselor. If the counselor has no reason according to the student's record *not* to give his permission, he signs the application blank and sends it on to the traffic control committee.

After the application blank has been turned in, our student takes his car through the check lane. In September, the traffic check lane is open every day after school. For the remainder of the year, this check lane is open every Thursday after school.

The student is told whether or not his application was approved by the counselor when he comes to the check lane. If it was approved, and nearly all students are given their first chance to drive, he is given a written test on the material in the code booklet. There are ten questions on the test. He must answer eight correctly to pass. Having passed this, he takes his car through the check lane.

At check lane, the car is checked for lights, brake lights, windshield wipers, horn, brakes and stock muffler. The driver must also possess a valid operator's license and show proof of liability insurance.

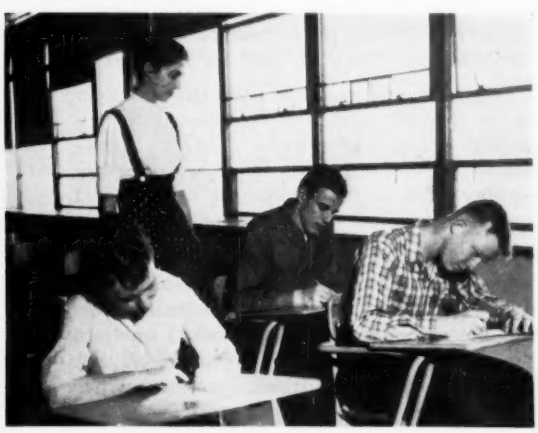
If all of these points are checked satisfactorily, the student is issued a Glenbrook sticker to affix to the windshield directly behind the rear-view mirror. Each sticker is numbered.

Upon completing the check lane, the student fills out a card showing his name, address, make and color of car, advisor and permit number. This card is filed with the traffic control committee. Anyone who does not pass either the written test or check lane may come back at any time and try again. Any faulty parts of his car must be repaired before he brings it again.

Student monitors are assigned to the parking lots at various times during the school day and before and after school. Any junior or senior boy may volunteer for monitor by submitting his name to the traffic control committee. The driver education instructor and the committee screen the names, and the boys are assigned.

All persons who drive at Glenbrook—teachers, office staff, custodians, cafeteria workers and

*(Continued on next page)*



*Member of traffic control committee supervises students taking test on Glenbrook Traffic Code.*

*Other committee members on patrol duty inspect student's car before she leaves the parking lot.*

## *Glenbrook Slows the Show-Offs* *(Continued from page 17)*

students—must abide by the safe principles and practices set forth in the safety code book. Any driver seen violating a policy in the code book is issued a violation ticket by the monitor and is required to appear in traffic court. Violation tickets may also be affixed to parked cars for such misdemeanors as "no permit" or "illegal parking." A duplicate violation ticket is filed with the clerk of the traffic court.

The student traffic court is composed of seven students. These include the chief justice, four associate judges (one from each class), a prosecuting attorney and the clerk of the court. Traffic court is in session one afternoon after school every two weeks, and all students who have been issued violation tickets are required to be there. Students are reminded of the day of court over the school's loud speaker system.

The clerk announces each case and asks the defendant to rise and face the court. Then the prosecuting attorney states the violation and asks for a plea of guilty or not guilty. Now the defendant has his opportunity to state his case before the judges, and any judge may question him individually. When all the facts have been heard, the five judges reach a decision and announce the verdict. The defendant is sometimes found not guilty; he is often found guilty and given a suspended sentence. (This happens frequently in the case of a first offense.) More serious violators are found guilty and fined.

Fines usually average from 75 cents to three dollars. A fine of three dollars is rarely meted out, but it has been levied for the serious offense of reckless driving and/or speeding. The judges may also suspend or revoke the defendant's driving permit if they think it necessary.

Most defendants react to the traffic court with dignity and respect. When the project was first started, a few show-offs and hot-rodders bucked the plan with belligerent actions in traffic court. They were merely testing it to see how far this student-controlled project would go.

But the school administration has been the back-bone behind the traffic court. Any uncooperative defendant is sent to the administration for disciplinary action. Because of this strong backing by the administration, the traffic court is respected and meets with success.

The local police agencies are also cooperative and helpful. Sometimes the monitor may not know the owner of a car which has no sticker on it or is parked illegally. The license number is recorded on the violation ticket. A few days before traffic court meets a monitor checks with the local police, finds the owner of the car, and he is notified to appear in court.

One reason that the traffic court has gained respect among the students of Glenbrook is that holders of traffic court positions have always been leaders in the school. The members of the court are elected to their positions by the student body. This election is held in conjunction with the student council election in the spring of each year, and the newly-elected officers begin to serve the following fall.

Any student wishing to be a candidate for a court position must have a petition signed by 25 fellow students. The four associate judges are elected by the respective classes (the freshmen, sophomores, juniors and seniors each elect one), and the chief justice and prosecuting attorney are elected by the student council. The traffic control committee elects the clerk of court, who must belong to the committee.

Expenses of the traffic control program are paid through traffic court fines. Costs include reprinting the code book each year and purchasing decals for the windshields, as well as equipment for the monitors.

Our traffic monitors work at each evening event held at Glenbrook, directing traffic and assisting drivers in parking correctly so that there will be little congestion when people leave. These faithful students work at all Glenbrook functions which are open to the public, including athletic events, plays, concerts and special school dances. They are paid for this work.

While directing traffic at night the boys wear white coveralls and are equipped with red flashlights and traffic sticks. They also have yellow reflector raincoats for rainy or snowy weather. All of this equipment is purchased and cared for from court fine money.

Our traffic safety project at Glenbrook High School accomplishes a great deal toward establishing and practicing safety attitudes and habits. We realize that all Glenbrook drivers are not converted to the safer ways of driving, but we are convinced that there is enough positive carryover to highway and city driving that it makes the Glenbrook traffic project a very worthwhile project.

*safety education*
*data sheet no. 60*
*(revised)*

# Safety in the Farm Mechanics Shop

**Statistics**

1. Actual statistics on farm shop accidents, either in terms of total accidents or in comparison to other types of shop work, are difficult to assemble. Even if we could accurately classify all farm shop accidents as to type and severity, we would still be considering only a small segment of statistics for which farm shop safety is at least partially responsible. This partial responsibility refers to the hundreds of farm accidents which occur back on the farm after the boy leaves school and goes home to carry on his own farming.

**The Problem**

2. No one will question the fact that our first and immediate responsibility is to organize and conduct our farm shop work properly so as to provide safe conditions and inspire safe thinking. This much everyone expects, but our responsibility must not end there.

3. To appreciate fully our farm shop problems we need only look at the changes in agriculture. Taking one state as an example, we find that 50 years ago machinery and buildings together represented a little more than one-third of the investment in land. Today the investment in buildings and machinery is far greater than the investment in land. The value of machinery alone has increased in less than 50 years from $35 million to more than $300 million in just one state. It is significant that the investment in machinery has increased more than nine times, as along with this change has come the farm shop, provided with power tools and welding equipment. The investment in farm machinery justifies this development still further. This tremendous increase in the amount of machinery as well as the new types of farm equipment has brought many changes to the school farm shop. These changes in the school shop in both the teaching approach and the type of equipment have brought with them new safety hazards with

*(Continued on next page)*

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*Be certain all machines in the farm mechanics shop are equipped with guards for safest operation.*

which to cope. This brings us back to the safety responsibility in the school shop.

4. The problems in farm shop safety are quite different from those in specialized shop courses. Farm shop training and activity are quite general and cut across the work of many specialized courses. Included in such a course would be instruction in welding, electric wiring, pumbing, woodworking and metal working, tractor maintenance and farm machinery maintenance and repair.

5. It is well to remember that the boy receiving a special course in machine shop, for example, would receive basic training on the machines of that shop, and included in that basic training would be safety. If this boy, upon graduation, follows this type of work, he enters an industry and receives further training on the machines he is expected to operate. His basic safety training is enhanced and supervised by safety specialists.

6. In contrast, the farm boy, if he follows his chosen field of agriculture, goes into his own farm shop on a part-time basis and assumes the role of not only the worker but of foreman and safety supervisor as well. It is essential that his basic safety training be thorough and taught in such a way that he can make practical application to the home farm shop. To accomplish this it is necessary to emphasize the basic safety rules for various machines and to give special emphasis to showing the boy how these safety rules can be applied to his own shop. *Why* certain things are done certain ways must be fully explained.

7. Much of this can be done by having the school farm shop laid out as nearly as possible like the shop that will be or has been established on the farm. Let us take a typical example:

8. We all recognize that goggles should always be worn when using a grinder. These goggles could be locked in a cabinet and issued at the beginning of a class. The rule that goggles are always worn when grinders are operated could be definitely enforced. Such a plan, with strict enforcement of the rules, would certainly mean that there would be safe conditions in the school shop. However, from a practical standpoint, in the farm shop those goggles should hang on or near the grinding tool if they are going to be used at all. If that is the way they are to be used in the farm shop, they should be placed there under school shop conditions. There are many similar situations that should be considered when dealing with safety in the school farm shop.

9. Take another example. It is not likely that the walls and floors of the school shop will be of flammable material, nor that much material will be accumulated in the vicinity of the welding operations that could result in a fire. These conditions may be entirely reversed in a farm

shop and therefore should be a definite part of our safety teaching. Flammable insulation material and accumulations of wood shavings may be common in a farm shop. Unless we have training in the school shop to cope with these conditions, many fires may occur.

10. Definite instructions, including demonstrations, on the safe use of all power tools should be included in the farm mechanics course.

11. Even though safety is a part of every job, it is well to provide at least one or two lessons on safety where emphasis is given to some of the phases normally taken for granted.

12. During the farm shop course, it is likely that the students will deal with a number of different machines and tools. Basic safety rules for all of these cannot be covered in one short article. It would seem practical to refer to the recognized safety rules outlined in other shop courses for the operation of the table saw, drill press, portable electric saw, grinder, power hacksaw and the many other machines and tools. It might be well to emphasize a few general suggestions in addition to the specific ones found in other shop courses.

**General Suggestions**

13. Good housekeeping is probably the basic problem and the one most violated in both the school shop and the shop on the farm. Clean up all loose material so that electric and oxy-acetylene welders cannot start fires, and there are no slipping hazards.

14. Proper racks for such materials as lumber, steel and pipe should be substantially built at one side of the regular working space.

15. A rack should be provided for all tools used in the repair of old equipment and the building of new equipment.

16. Proper outlets with wiring sufficiently heavy to handle all electrical equipment should be provided.

17. Woodworking equipment should be separated from metal working and welding tools.

18. Goggles for drilling and grinding equipment should be hung near the machine on which they are to be used. Welding helmets should also be placed near the equipment.

19. Poor lighting is a factor in many accidents. Information on adequate and proper lighting as applied to farm shops should be included in the farm mechanics course.

*Students should be trained to use the proper fire extinguishers, located ready for use in all areas.*

20. All portable electric tools should be properly grounded. Modern tools are equipped with a three-conductor cord with multi-contact polarized plug-in receptacle. One wire forms a continuous path from the equipment through the receptacle to the ground. This method ensures automatic use of the ground. In those cases where farm wiring does not provide a ground in the outlets, a third wire, utilizing a water pipe, metal framework of the building, well casings or other metal structures with a low resistance path in direct contact with the earth must be used.

21. The use of guards should be stressed. Instructions should be given for building home-made guards for V-belts. In many cases, V-belts will not be guarded unless special atten-

*(Continued on next page)*

## Safety in the Farm Mechanics Shop

*(Continued from preceding page)*

tion is given to guards. Often one motor is used for several different jobs and under many conditions in a home farm shop. It is necessary to have home-made guards to adapt to various situations.

22. Special emphasis should be placed on the general conditioning of small tools. Tightening handles in hammers and taking the burrs off of chisels are examples.

23. Color is recognized in industry as a visual aid to safety. Standard colors for specific purposes help identify safety equipment and accident hazards. Color, however, is not intended as a substitute for proper guarding, for elimination of hazardous conditions or safe practices.

24. It is also recognized that too many color identifications constantly in the field of vision of a worker are both confusing and fatiguing. Each location should be carefully studied to keep the number of color markings at a minimum, thereby providing even greater emphasis on the markings used.

25. The following color code, based on the American Standard Safety Color Code, has been adopted by the Farm Safety Conference of the National Safety Council for farm use.

26. *RED* is the basic color for the identification of fire protection equipment, danger, stop, gasoline.

27. *ORANGE* is the basic color to: designate dangerous parts of equipment which may cut, crush, shock or otherwise injure; call attention to open enclosure doors; designate exposed hazards when shields or guards have been removed.

28. *YELLOW* is the basic color for marking such conditions as: striking against, stumbling, falling and tripping hazards.

29. *GREEN* is the basic color for designating the location of safety and first-aid equipment (other than fire-fighting equipment).

30. *BLUE* is the basic color for designating caution against starting equipment being worked upon, or the use of defective equipment.

31. Portable fire extinguishers can often cope with fires in their early stages. The school and the farm shop should be equipped with such extinguishers with application of the following rules:

a. The right type of extinguisher must be available for each exposure.

b. Extinguishers must be located where they will be readily accessible, and there must be ample units to cover the exposure in any given area.

c. Extinguishers must be ready for immediate use.

d. The right chemicals of correct strength must be used, and the extinguishers maintained in perfect operating condition.

e. Persons must know the location of extinguishers and be trained to use them effectively and promptly.

32. It should be noted that only extinguishers that can be subjected to freezing temperatures would be adaptable to the home farm shop. Specific instructions should be given for handling grease and oil fires. Dry sand is practical in a farm shop because it can be used effectively on grease and oil fires.

33. Carbon tetrachloride vapor is non-combustible, but it is highly toxic and at high temperatures decomposes to form poisonous by-products. The operators should avoid breathing the vapor and should ventilate small rooms or confined spaces immediately after using the extinguisher in them.

34. Farm shop work includes repair of farm machinery. Tractors and trucks are often a major part of machinery repair. When engines are run indoors, exhausting of the fumes is necessary. For the farm shop, a flexible duct which fits over the exhaust pipe and extends out of doors will serve this purpose.

35. Tractor accidents kill 1,000 persons each year. Approximately one-third of the tractor deaths occur in accidents on highways, when the tractor—with or without machinery attached—is being moved from one place to another. To combat this important hazard, instruction in the safe operation of the tractor should be provided.

36. Safety rules should be tied in with operating instructions for every machine. Results from the wrong procedures should be explained.

37. Much better safety thinking will be developed if the students themselves, rather than the instructor, correct accident hazards. The students should build guards, improve electric wiring, paint danger zones, participate in safety inspections and help in making necessary corrections.

38. This question should be answered by every student in every different type of operation: *"What safety precautions are provided for me, and what safety precautions must I provide on this particular job?"*

39. In studying the problems of safety in relation to the teaching of farm mechanics, it is evident that there must be a carry-over to the actual conditions on the farm. The results will be more easily accomplished if the layout of the school shop, the storage of tools and the general procedures are as nearly as possible like the conditions that will actually be found on the farm. Developing our school shops in this manner will make it easier for the boys to understand the relationship, and no doubt there will be a greater carry-over in the safety teaching. The hours spent in shop work on the farm will be far greater than those spent in the school classroom. Many of the machines, tools and procedures are relatively new to both the school shop and the shop located on the farm. The proper type of safety teaching in this field offers a real challenge.

**Selected Information Sources**

40. Safety practices for handling various types of machines can be found in the detailed data sheets covering such types of work. A partial list includes:

Safety Education Data Sheet No. 15—*Hand Tools.*

Safety Education Data Sheet No. 46—*Safety in the Wood Shop.*

Safety Education Data Sheet No. 50—*Safety in the General Metals Shop.*

Safety Education Data Sheet No. 53 (Revised)—*Safety in the Machine Shop.*

Safety Education Data Sheet No. 56—*Welding and Cutting Safely.*

Safe Practice Leaflet—*Hand Tools Don't Cause Accidents.*

The above materials are available from the National Safety Council.

This data sheet was prepared for the National Safety Council by Randall C. Swanson, Farm Safety Specialist and Associate Professor, Agricultural Engineering Department, College of Agriculture, University of Wisconsin.

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## Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants (Rev.)
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses—Administrative Problems (Rev.)
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium (Rev.)
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving. Rules, Precautions
(53) Safety in the Machine Shop (Rev.)
(54) Summer Jobs: laborers, home yard, service-stations
(55) Motor-Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop (Rev.)
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop (Rev.)
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers
(64) Safety in the Graphic Arts Shop
(65) Safety in Part-Time Jobs: Food Handling
(66) Baby Sitting
(67) School Dramatic Productions
(68) Safety in "Do-It-Yourself"
(69) Playground Apparatus
(70) Safety with Kites and Model Airplanes
(71) Safety in Sports: Baseball
(72) Safety in Sports: Football
(73) School Bus Safety: Operating Practices
(74) Playground Surfacing
(75) Safety in Sports: General Practices
(76) Safety in Bad Weather Conditions
(77) Safety in Sports: Basketball
(78) Safety for Amateur Electricians
(79) Coordinating Safety in Industrial and Vocational Education Programs
(80) Counselors and Helpers in Summer Camps
(81) Gun Clubs: Their Organization and Activities
(82) Office Safety
(83) Safety in the Sheet Metal Shop
(84) Skiing Safety
(85) Safety in the School Lunch Room
(86) Cigarette Fire Hazards
(87) Safety in the Electrical Shop

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Each (any selection): one to nine copies, 10 cents each. 10 to 99 copies, $.058 cents each. Write for prices on larger quantities. Order by title and number. All prices are subject to a 10 per cent discount to National Safety Council members and to schools, colleges, universities and public libraries.

## *The School Nurse and Accident Prevention* *(Continued from page 9)*

dents and preventive measures as they relate to the school-age child.

Fifty-three per cent of all accidents of school-age children take place under school jurisdiction, and six per cent occur while the child is going to and from school. In the school plant, accidents happen most frequently in the gymnasium and in organized athletics, principally football and basketball. Accidents in auditoriums and classrooms are next, with shops coming third. Unorganized activities and apparatus are responsible for most of the accidents occurring on the playground.

The most frequent accidents occurring while children go to and from school are falls on the streets and sidewalks; motor vehicle accidents are next in frequency.

All children should have safety training according to their ages and ability to learn safety habits. Most accidents can be prevented by educational activities planned to stimulate pupils' interest and encourage their development of safe practices.

Children must and can be taught to be alert to causes and prevention of accidents. The responsibility for such teaching belongs to the classroom teacher. The nurse's function in health teaching is chiefly advisory and she should not assume major responsibility for formal teaching. She should help develop activities which teach children how to avoid accidents and care for accidental injuries. She can suggest good source material for various areas of the curriculum and help evaluate the safety program. In some schools, the nurse teaches first aid and home nursing.

Although the nurse is not responsible for the classroom teaching of first aid, she should take advantage of every teaching opportunity. Education in safety, as in any other subject, is both direct and indirect. The time of an accident or sudden illness, or while such an incident is still fresh in the pupil's mind, is usually an excellent time for situational and incidental class or individual teaching. For example, a nose bleed, or a skinned knee suffered on the playground or gymnasium could be used for individual instruction in safety and first aid. The nurse can let the child know what is being done and why. Boys and girls may apply such safety instruction learned at school to home situations.

Both the nurse and classroom teacher will do well to remember that in "on the spot" safety education it is best not to arouse undue fear, praticularly in younger children. Safety education is intended to suggest the difference between foolish risks, which can result in throwing away one's life or one's future usefulness for nothing, and unavoidable risks, which may be part of one's opportunity to serve humanity.

As soon as possible after an accident, a discussion of its cause and how it might have been prevented is desirable. Sometimes the discussion may be with the faculty at a faculty meeting or a special meeting called by the principal. Sometimes it may be with the students at student council or in special classes.

One school has a student council in which the members are elected by the student body; they have a mayor and other officers that constitute a city government. Before each council meeting, the young commissioner of health and safety has a conference with the nurse to see if there are any health or accident problems that should be brought before the council. At this time the nurse discusses any recent accidents, and how they may have been prevented. The commissioner takes the information to the council where the problems are discussed with the group. The aldermen (from intermediate and upper grades) carry the information back to their classrooms and to the lower grades.

### Potential Accidents

The nurse must be alert to unsafe conditions in the school environment. One of the first steps in establishing safety precautions is to provide a safe environment and organized activities for accident prevention. This is fundamentally an administrative responsibility, but the nurse should be familiar with standards for a safe, healthful, and attractive school environment, and give practical help and suggestions in the school group's effort to reach and maintain those standards.

The nurse helps the teacher develop modified school experiences for children who are potential accident risks. For example, after reviewing physical examination records and medical reports, the nurse may learn that a pupil has a weak leg or knee, poor motor coordination, a hearing or vision defect, a heart condition, epilepsy, or be emotionally disturbed. In addition, there are children who are accident prone, and who have accidents one after another in spite of safety education and safety precautions by the nurse and parent.

Armed with her knowledge the nurse can help implement a planned program for the protection of such children. Teachers, nurses, and parents must be made aware of the close relationship between good health, physical and emotional health, and safe living●

After two President's Conferences, let's look at the

# Score Sheet on School Shop Safety

**At the 1949 President's Conference on Occupational Safety, a long-range cooperative program of action on safety in vocational education was outlined. What has happened to this program? How was it implemented by the second President's Conference just past?**

*By Wayne Hughes, Ph.D.*
*Director*
*School and College Division*

IN 1949, the President of the United States called his first National Conference on Occupational Safety. In response to that call, 1,000 leaders of business, labor, government, insurance companies, safety organizations and educational groups gathered in the nation's capital city.

The purpose of the meeting was to plan a long-range cooperative program of action. To serve that purpose, Conference committees were set up for accident records, engineering, laws and regulations, education, labor-management cooperation, programs and services, and research and coordination.

These committees, composed of nationally known authorities in each of the committee areas, developed appropriate recommendations which, if properly implemented, would contribute materially to a reduction of the annual toll of two million industrial injuries.

Out of that Conference came a number of recommendations for the improvement of the safety program in school shops. Of particular interest is the following statement developed by the Committee on Education:

*"The schools have a dual responsibility in safety education. They must provide and maintain a safe environment not only as a basis for accident-free operation of school activities, but as an example of safe working conditions. Thus not only are the possibilities of student injuries reduced, but at the same time the student gains emphatic impressions of safe working conditions, and any future relaxation of standards is apt to be readily apparent so that an impulse toward correction of the substandard condition exists. Secondly, there is the responsibility for safety instruction. In many areas of education, the planned program of safety instruction is perhaps better developed as an integral part of many subjects rather than a distinct and separate subject in itself."*

Largely through the joint efforts of the National Safety Council, the American Vocational Association and the American Industrial Arts Association, some progress has been made on a number of the recommendations for education developed by that first President's Conference. With considerable pride, we can point to the following:

1. The number of colleges offering courses in safety engineering has increased materially.

2. The Campus Safety Association, representing some 150 colleges, has been formed and has sponsored five national conventions.

3. The National Safety Council has joint committee relationships with the American Vocational Association and the American Industrial Arts Association.

4. Safety sessions have been held and sponsored by these committees at the annual national conventions of the three parent organizations.

*(Continued on next page)*

# *Score Sheet on School Shop Safety*

*(Continued from page 25)*

5. Efforts have been made to have safety incorporated in meetings of state associations of industrial education teachers.

6. A *National Standard School Shop Safety Inspection Check List* has been developed and published. An initial free national distribution was made by the National Safety Council to all school shops through appropriate state offices.

7. A study to determine minimum standards for industrial education teacher preparation in safety has been completed, and copies have been sent to the nation's teacher-preparing institutions.

8. A study to develop a series of school safety tests has been started.

9. A study to develop standards for machine guarding in school shops is under way.

10. A safety check list for business education is nearing completion.

11. The promotion of *Standard Student Accident Reporting and Analysis* is an on-going program.

12. The appointment of a safety coordinator for the local school system is an on-going program.

13. A sizeable number of American Society of Safety Engineers chapters have made safety inspections of school shops.

14. Safety has received a fair amount of space in the professional journals of industrial education teachers.

Another President's Conference was held in March, 1958. The Committee on Education was re-activated to review progress and to determine how best to fulfill all recommendations proposed in the 1949 meeting. Out of this past year's meeting came two recommendations of significant importance to safety in industrial education:

1. It is recommended that appropriate state and national associations of educators promote and develop programs for safe school environment based on the National Safety Council's *School Shop Safety Inspection Check List* and that they assist in implementing the recommendations of the 1949 President's Safety Conference. It is further recommended that State school officials develop realistic programs of school shop accident reporting and analysis.

2. It is recommended that national organizations and agencies, including the American Vocational Association, the National Education Association, the National Safety Council, the American Society of Safety Engineers, the U. S. Department of Labor and the U. S. Office of Education coordinate their efforts through a steering committee to develop a guide for the organization and implementation of effective school safety programs to be conducted through the cooperation of appropriate agencies at the local level.

The U. S. Office of Education is setting up a conference of representatives of agencies listed above to take appropriate action on these recommendations●

## IMPORTANT NOTICE!

**EVERY month the mail to the National Safety Council is filled with thousands of requests from school children for general safety material. The Council has been happy to fill these requests, with the conviction that such cooperation had a real part in emphasizing the importance of safety to each young correspondent.**

**Now, however, the volume of requests has reached such a point that we are no longer able to handle them. Therefore, we urge teachers to discourage their pupils from writing to the National Safety Council for safety material.**

**Instead, we suggest your pupils write to their local or state safety councils for information relating to the various phases of safety. This will not only facilitate service to them, but it will provide them with an opportunity to learn about the resources of their own communities and states which are actively engaged in the fight against accidents.**

NOVEMBER 1958

# LOWER ELEMENTARY SAFETY LESSON

S-1381-A

## Our Thankful Month

Do you like November? Do you think of turkeys and good food and being thankful? Your teachers and parents are most thankful if you are happy and safe. Here is a story that will help you to be safe.

### A November Story

November is a *fall* month. It sometimes gets *dark* by four o'clock. Are you safely home by then? Sometimes it *rains* hard. Boys and girls wear *raincoats* and *rain helmets* or carry *umbrellas*. This boy is raising his helmet so that he can see if cars are coming.

This girl is holding her umbrella *up* so she can see if cars are coming. Also she will not hurt anyone if she holds her umbrella *up*.

In November, we often wear our *rubbers* or *boots*. If we leave them on the *stairs*, someone may step on them and fall. They may be hurt. It is *safer* to put them in the closet.

We play indoors more now. Do we put our toys *away* so that no one will fall over them?

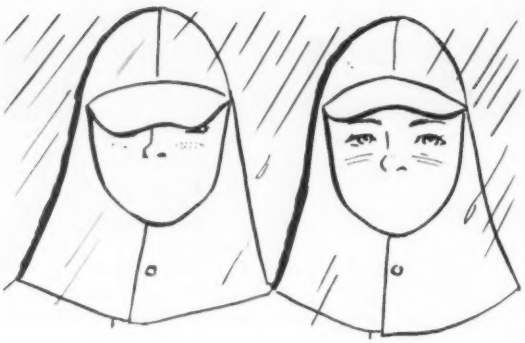
### Safe Ways Are Good Ways

Put your toys away in a box. Put your boots in the *closet*.

*Published by the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; lower prices for larger quantities. Minimum order ten copies. For information, write the Council, Membership Division.*

*Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Illinois, past general chairman, Elementary School Section.*

## Things to Do



### Walking in the Rain

Draw a smile on the boy who is safe.

I hold my umbrella ____.
*(Write the word which tells what to do.)*

## Safe Kinds of Toys

Toys are made for fun. But if we hurt ourselves, the fun is gone. Toys are made in different ways. Some ways are safe. Some can hurt us. Try this game. Color *green* the toys that are safe and will not hurt us. Color *red* the toys that are not safe. Then ask your teacher if you are right.

*Scissors*

Sharp points

Round points

*Balls*

Large and soft

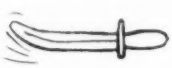
Small and hard

*Darts*

Sharp metal points

Rubber point or cups

*Toy Daggers*



Rubber

Hard and sharp

*A good thought for November:* If we are *safe*, we can be *thankful.*

NOVEMBER 1958

UPPER ELEMENTARY

SAFETY LESSON

S-1381-A

# Rainy Weather

November is the month for dark days; the first snowfall; hunting; Thanksgiving.

## Weather Safety

*November brings the first dark, rainy days. What should you do in traffic when you . . .*

1. Have a rain helmet over your face?
2. Carry an umbrella?
3. Cross a slippery street?
4. Are caught out on your bike in rain or snow?
5. Wake up to find snow or ice on the streets?
6. Find it will be dark before you can get home?

Make a list of *Weather Suggestions* for these situations. *(Compare your list with the suggestions on the other side of this sheet.)*

## Hunting Time

This is the hunting season. Father may oil his gun and go hunting. He may allow you to go along. Here are some important things to think about:

1. Always stay behind the hunters.
2. Do not examine a gun until an adult has made sure it is unloaded.
3. Watch where Daddy places his gun when he climbs through a fence or over a log.
4. Notice how he rests his gun when it is not in use.
5. Ask him to explain how he uses the safety catch when he is walking along.
6. Resolve *never* to point any gun at anyone, even in play.
7. Wear something yellow (hat or jacket or both) when in the woods during hunting season.

*Published by the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; lower prices for larger quantities. Minimum order of ten copies. For information, write the Council, Membership Department.*

*Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Illinois, past general chairman, Elementary School Section, National Safety Council*

# Real Guns and Toy Guns

While you may not yet go hunting with real guns, there are other guns and weapons that you may sometimes use. You should know about these:

*Air rifles:* At close range, these can be very powerful and dangerous.

*Cap guns:* Exploding caps can cause serious burns. Many communities now ban their use.

*Bow guns or Bow and arrow:* These can be dangerous when other persons are around. Use a soft, heavy target and be sure no one is in the range.

*Sling shots:* Anything that shoots rocks or sharp objects is very dangerous to bystanders. Eye injuries have often occurred.

*Can you name other kinds of dangerous weapons?*

# Weather Suggestions

Be sure you can see before you cross the street. Raise your rain helmet, if necessary.

Keep your umbrella *up*, not down, so you can see ahead and around you.

Watch that you do not poke someone else in the face with your umbrella.

Be sure no car is near before crossing streets in slippery weather. Cars need extra distance for stopping when it is slippery.

Do not ride your bicycle on a traveled street in the rain. Walk it home or leave it somewhere.

If streets are snowy or icy, leave your bicycle at home.

If caught in the snow or ice away from home, walk your bicycle home.

If caught in dusk or darkness and you have no light, walk your bicycle home on the sidewalk.

Wear something white at dusk. (Even a white handkerchief will help.)

A safety thought for November: *If we are safe, we can also be thankful.*

NOVEMBER 1958

# JUNIOR HIGH SCHOOL SAFETY LESSON

## Firearms

S-1382-A

### You and The Gun

A recent newspaper item described an incident that was almost unbelievable. Yet it actually happened, and it almost resulted in a tragedy.

Two game wardens reported that they were driving along a country dirt road when they heard a shot. A bullet hit their automobile!

They quickly stopped and jumped from the car. As they did, another bullet hit the car. The wardens saw a man standing in the woods with a rifle, and shouted to him to stop shooting.

When they approached and asked why he had shot at their car, his reply was, *"Well, it was moving!"*

The wardens revoked the man's hunting license and sentenced him to attend regularly a class in gun safety conducted for junior high school students.

Many hunters have suffered a life of torment because they shot at a movement rather than waiting and *making sure* of their target.

The boy in the picture above will find that his gift can be a source of enjoyment or an instrument of tragedy—depending on the way he uses it. Before you begin using a gun, make certain you know all the safety rules. Girls, too, should learn gun safety, for more gun accidents happen in the home than in hunting. Check your knowledge of gun safety by taking the following test.

### Firearms Quiz

*Directions: After each of the following phrases, write down the number of safety rules called for in each case.*

A. Storing guns (1) _____

_____. (2) _____.

B. Storing ammunition (1) _____

_____. (2) _____.

C. Transporting guns and ammunition (1) _____

_____.

(2) _____.

D. Target practice (1) _____.

(2) _____.

(3) _____.

E. Crossing fences when carrying guns (1) _____

_____.

(2) _____.

F. Using ammunition in guns (1) _____

_____. (2) _____.

G. Range and ricochet of a .22 rifle (1) _____

_____.

(2) _____.

H. Using a gun for the first time (1) _____

_____.

(2) _____.

I. Carrying a gun while hunting with a companion (1) _____.

(2) _____.

J. Playing with a gun (1) _____.

_____

*ANSWERS: A—(1) Be sure guns are unloaded; (2) Store out of reach of children. B—(1) Store in a cool, dry place; (2) Store out of reach of children. C—(1) Always unload guns; (2) Be certain that guns and ammunition can't bounce around: D—(1) Have target in a safe place. Check area in back of target; (2) Don't use a target that will cause a bullet to ricochet; (3) Keep all persons behind firing line until guns are emptied and placed in a stand. E—(1) Unload gun before crossing fence; (2) Hand gun to person on other side, or, if alone, place it on ground, muzzle pointing away from you. F—(1) Use proper size; (2) Don't attempt to "create" greater firing power by tampering with ammunition. G—(1) A .22 rifle will reach one mile. Don't aim up in the air unless you know it's safe; (2) Water surfaces, rocks, even wood will cause bullets to ricochet. H—(1) See if the barrel is clear of obstructions: mism, etc. I—(1) Never point the muzzle in your companion's direction; (2) Keep the safety "on" until you're ready to shoot. J—(1) Never play with a gun. They're not toys!*

*Published by the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; lower prices for larger quantities. Minimum order of ten copies. For information, write to the Council, Membership Department.*

*Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.*

## Make the Rules Clear

*Directions: Listed below are five gun safety rules. In each case, several sentences are used where one sentence would do the job.*

(A) Write each rule, using only one sentence.

(B) Don't omit any important thoughts.

(C) Try not to use more than the number of words indicated.

*Divide into 10 groups, each group working together to get the best sentence for the rule assigned. Call five of the groups "Team A," and the other five "Team B." Upon completion, let each group from Teams A and B write its sentence on the board. Discuss each sentence to see if all the main thoughts are in it. Decide on the best sentences.*

1. There is a cardinal rule in regard to gun safety. Every gun should be treated as if it were loaded. This will prevent many accidents.

_____

_____

_____ *23 words*

2. You should not climb fences while carrying a loaded gun. Also, do not attempt to carry a loaded gun while climbing a tree.

_____

_____ *11 words*

3. When in your automobile, camp, or home, don't carry loaded guns. Be sure, too, that the guns have the loading mechanisms open.

_____

_____

_____ *18 words*

4. Before using a gun, check the barrel for dirt, paper, heavy grease and other things that might clog the barrel. The loading mechanism should be checked too, for dirt, lint, sand and other things that might cause the mechanism not to work.

_____

_____ *13 words*

5. You should never leave your gun standing somewhere while you go elsewhere. If you have to leave it, be sure it is unloaded.

_____

_____ *10 words*

*Answers: (These are suggested answers. Yours may be as good or better.) 1. If you follow the cardinal rule of gun safety by treating every gun as if it were loaded, many accidents will be prevented. 2. Never climb a tree or fence with a loaded gun. 3. Only unloaded guns with the loading mechanism open are safe to carry in your automobile, camp, or home. 4. Before using a gun, check the barrel and the loading mechanism for obstructions. 5. Never leave your gun unattended unless you unload it first.*

## Education and Gun Safety

The National Rifle Association has been in existence for over 85 years and during that time has not had a single serious accident or fatality on the ranges under its supervision. During the past 30 years, more than two million youngsters participated in the junior shooting program of

the N.R.A. with only two minor accidents recorded. The foregoing indicates that safety instruction pays off!

Various states have begun to enact legislation for promoting gun safety. Since 1949, New York State has required every prospective young hunter to present a certificate showing he has satisfactorily completed a course in the elements of safe firearms handling before he can obtain his first hunting license.

California has a law similar to the New York law. New Hampshire enacted a law authorizing any school district within the state to offer courses in the principles of firearms safety and operation, the game laws and good hunting practices and to appropriate funds in support thereof.

What is the law in *your* state? Are the present rules and regulations in regard to guns adequate? What instruction in gun safety is available to you?

Check on the foregoing questions. Discuss what can be done to improve the gun safety education program in your school. Adding a course in gun safety to your curriculum will not necessarily mean adding a new teacher or getting a lot of expensive textbooks. Find out the cost of available materials by writing to the following addresses:

(1) *National Safety Council*
School and College Division
425 North Michigan Avenue
Chicago 11, Illinois

(2) *National Rifle Association*
1600 Rhode Island Avenue, N. W.
Washington 6, D. C.

(3) *National Education Association*
1201—16th Street, N. W.
Washington 6, D. C.

Get all the information possible, and then plan a gun safety program that will fit your school. Present your proposal to the administration for consideration.

S-1382-A

NOVEMBER 1958

## SENIOR HIGH SCHOOL SAFETY LESSON

# Firearms

### Do You Know?

**The boy in the picture above is receiving a gift he has wanted for a long time. Whether or not he enjoys his gift depends on his knowledge and use of safety rules. Because of the numerous firearms accidents each year, increasing emphasis is being placed on gun safety. For example, New York, California, New Hampshire and other states have enacted legislation requiring prospective hunters to receive training in the safe handling and use of firearms. Do you think such legislation is important? See what you already know about guns—and the law in regard to guns—by taking the following test.**

1. While hunting, how far must you be from the highway before you can shoot? _____ _____. *Why?* _____ _____.

2. Is it legal to shoot while standing on some roads? If so, specify _____ _____.

3. What does the law say in regard to carrying a loaded revolver? _____ _____.

4. Is it legal to shoot game within the city limits? _____. Are there any exceptions? _____

5. Define specifically the following terms and describe how they are determined. *Gauge:* _____ _____

*Caliber:* _____

6. On the front of a shotgun shell, the following numbers are written. Explain each *and* define the terms you use.

*1¼:* _____

*2½:* _____

*8:* _____

7. What is "rifling" and what effect does it have in regard to the distance and accuracy of a bullet? _____ _____

8. What is the minimum age for obtaining a hunting license? _____. Are all hunters required to have a license? _____. Are there any special regulations for hunters under 16 years of age? _____

After each student answers the foregoing questions, appoint a chairman to lead a class discussion on the correct answers to all questions. It is very likely that all the foregoing questions can't be answered. A suggested plan for obtaining the answers follows.

### Plan A "Short Course"

Take the initiative in planning a short course in gun safety. Such a course can be taught by your class as a series of four or five 50-minute assembly programs. Here are some specific suggestions for planning the course.

*1. Be certain of your objectives.* In other words, determine what your goals are and what you hope to accomplish. Some objectives might be:

A. To develop an awareness for the need of safety in the use of firearms.

B. To know the law in regard to firearm safety.

C. To learn about firearms and ammunition.

*2. Determine interesting ways to present materials.* Some suggestions are as follows:

A. Add to the list of questions given at the beginning of this lesson. Invite a game warden to class to contribute questions and answers that would be pertinent to your topic.

*(Continued on other side)*

*Published by the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; lower prices for larger quantities. Minimum order ten copies. For information, write the Council, Membership Department.*

*Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.*

Use your list of questions to conduct a "$64,000 Challenge" approach by using two groups of students (four or five to a group) chosen from the assembly audience.

B. Write several short paragraphs not more than 150 words each, each paragraph describing an incident which includes four or five gun safety violations.

Use two groups of volunteers from the assembly audience, allowing each group to confer for 40 seconds after the paragraph is read. Then have a representative from each group write down the safety violations and hand them to the moderator who reads them aloud. Use five paragraphs and determine which group wins.

C. Write down eight rules of gun safety. Have two volunteer groups of four each come to the stage. Conduct a "Pantomine Quiz" approach using large posters to let your audience in on the rule being pantomined. Use the same pattern as "Mike Stokey's Pantomine Quiz." Here, too, a winning team can be declared.

D. Invite a game warden to give a talk on some of the most prevalent safety violations he has witnessed.

E. Invite a representative from one of the local sporting goods stores, or a police officer, or a representative from the armed forces to demonstrate safe handling of guns.

F. Stimulate an interest in a poster contest. See if a local sporting goods store will donate a prize to be awarded for the best poster on firearms safety.

G. Write a one-act skit on gun safety. Present the skit as a problem for the audience to solve, or show a "wrong" and "right" way of handling firearms and ammunition.

*3. Determine how you can evaluate the results of your course.* Some suggestions are as follows:

A. Mimeograph a short objective test to be taken by all the students in the assembly at the end of your "short course."

B. Develop an attitude questionnaire to be given to all students a week after your course is over. Find out how much student's attitudes changed as a result of your course.

C. Keep a check on firearms accidents during this school year. Compare with last year's record.

## Use All Possible Resources

If you have a chapter of "Future Teachers of America" in your school, ask their aid in planning your short course. Also, the General Extension Division of your state university will probably be happy to help you with materials and suggestions. Go to your local safety council for pertinent materials.

Here is a chance for you to plan and implement a worthwhile assembly series. Plan well and present in an interesting fashion. Take photos of your short course in action and write an article on it. Send the article and pictures to the editor of *Safety Education* Magazine, National Safety Council, for possible publication.

If you plan well enough, you might interest local civic groups, sports stores and gun clubs in donating prizes for the winning teams described in *2 A, B,* and *C.* If so, be sure to publicize the awards *before* your course.

## The Ten Commandments of Firearms Safety

The *Sporting Arms and Ammunition Manufacturers Institute* has developed the following rules in regard to gun safety. Make these rules an integral part of your short course.

*1. Treat every gun with the respect due a loaded gun.*

2. Guns carried into camp or home must always be unloaded and taken down or have actions open; guns always should be encased until reaching the shooting area.

*3. Always be sure that the barrel and action are clear of obstruction.*

4. Always carry your gun so that you can control the direction of the muzzle even if you stumble. Keep the safety on until you are ready to shoot.

*5. Be sure of your target before you pull the trigger.*

6. Never point a gun at anything you don't want to shoot.

*7. Unattended guns should be unloaded. Guns and ammunition should be stored safely beyond the reach of children and careless adults.*

8. Never climb a tree or a fence with a loaded gun.

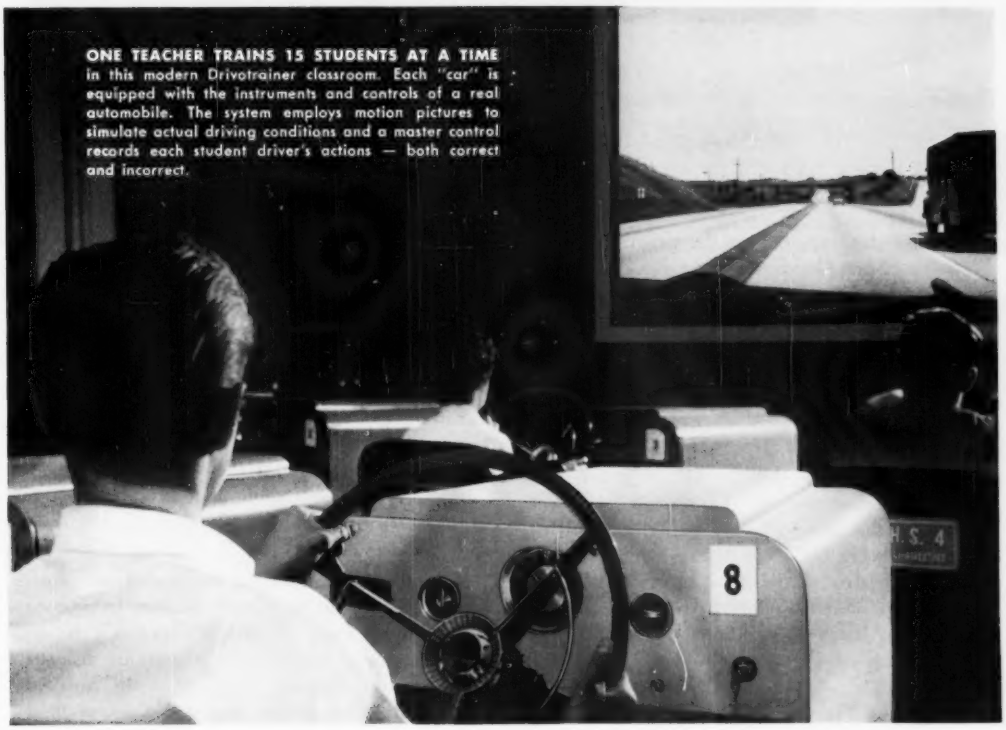
*9. Never shoot at a flat, hard surface or the surface of water.*

10. Do not mix gunpowder and alcohol.

Ætna Drivotrainers make it possible to

# TRAIN MORE STUDENT DRIVERS . . . BETTER

## ...at Lower Cost per Pupil



**ONE TEACHER TRAINS 15 STUDENTS AT A TIME** in this modern Drivotrainer classroom. Each "car" is equipped with the instruments and controls of a real automobile. The system employs motion pictures to simulate actual driving conditions and a master control records each student driver's actions — both correct and incorrect.

**By combining Ætna Drivotrainer instruction with on-the-road training in dual-control cars,** schools have found that they can train *more pupils with the same teaching staff.* While the exact figure will vary with the number of students to be trained, the efficiency of scheduling, and the size of the installation, a school using this combination course can train up to 50% more students per teacher per year and save up to 30% in cost per pupil.

In addition, research indicates that this training method can be considerably more effective than dual-control cars alone in teaching *safe driving habits and the handling of emergency situations.*

For further data on the Ætna Drivotrainer, please write to:

**Information and Education Dept.**

**ÆTNA CASUALTY**
**AND SURETY COMPANY**

Development of the Drivotrainer was financed by the Ætna Casualty and Surety Company as a contribution to education, and highway safety.

Ætna Casualty has no financial interest in the sale of Drivotrainer equipment but continues its public service support of the program through production of Drivotrainer films and other teaching aids, assisting in teacher training, and supplying an educational liaison service with Drivotrainer users.

Drivotrainer equipment is manufactured, sold and serviced by the Automatic Voting Machine Corporation of Jamestown, New York.

**Affiliated with Ætna Life Insurance Company • Standard Fire Insurance Company • Hartford 15, Connecticut**

# the BULLETIN BOARD

## Turbeville, Missouri driver educator, dies

Thomas Turbeville, principal and chairman of the safety department for University City high school in University City, Missouri, died last summer.

Scheduled to appear on the program of the National Safety Congress Driver Education Sessions last month, Turbeville had been a member of the Driver Education Section for many years. He was treasurer of the Missouri Driver and Safety Education Association at the time of his death.

When driver education was first being introduced in University City schools, Turbeville volunteered to take special training in order to start the department in the schools. He was chosen by the Missouri state superintendent of schools to serve on a committee which has recently completed the new secondary school safety curriculum. For two years, he was an instructor in the St. Louis County Traffic Court School.

Mr. Turbeville's interest in children's education brought him to the administration of a summer camp in Lesterville, Missouri, where, in his capacity as director, he suffered a heart attack which caused his death.

## six states win awards . . .

Six states have been named as winners of achievement awards in the Eleventh Annual National High School Driver Education Award Program, sponsored by the accident prevention department of the Association of Casualty and Surety Companies.

The states won for the extent and quality of their driver education programs conducted during the 1957-58 school year. They were: Massachusetts, Michigan, Delaware, Oklahoma, Utah and Vermont. Six additional states—Florida, Illinois, Indiana, Missouri, Texas and Montana—received Progress awards.

The awards this year were based on a stricter evaluation system than they have been in the past, according to Thomas N. Boate, manager of the accident prevention department. The evaluation procedure, said Mr. Boate, was revised to place more emphasis on the quality of instruction rather than on the number of schools participating in the program.

The achievement awards will be presented to the state governors at ceremonies. The progress awards are being given to states reporting an outstanding annual expansion of school and student participation in high quality courses.

## school buses tested for monoxide . . .

Pennsylvania state police conducted rigid carbon monoxide detection tests on some 8,000 school buses throughout their state last August. The tests were the result of a new safety program instituted by the Bureau of Highway Safety.

The step was taken to eliminate any possibility of ill effects to school children from even the slightest trace of carbon monoxide fumes seeping into the interior of a school bus, according to O. D. Shipley, director of the bureau. Even a trace of carbon monoxide found in a bus would necessitate a special exhaust system inspection of the bus.

## Earl Heath joins Army staff . . .

Dr. Earl D. Heath, formerly a member of the staff of the Center for Safety Education, New York University, has joined the staff of the director of safety for the U. S. Army. He will be in charge of the education and training section of the world-wide Army safety program.

While at the Center, Dr. Heath assisted in the courses for U. S. Army and Air Force personnel and became acquainted with the problems of these services.

## Stack named consultant . . .

Dr. Herbert J. Stack, former director of the Center for Safety Education at New York University, has been appointed a consultant on the Drivotrainer program of Aetna Casualty and Surety Company.

## New Jersey bicycle deaths rise . . .

Bicycle fatalities arose sharply in New Jersey during the first eight months of 1958. There were 15 deaths reported for that time, compared with seven bicycle deaths during all of 1957.

Eleven of this year's victims were 14 years old or younger, one victim was 15, another 16, another 21 and the final one 28 years of age.

The deaths occurred as follows: three in January, two in March, three in May, two in June, one in July and four in August.

## Home Safety Review gets new face . . .

A new face and a new format accompanied the fall issue of the *Home Safety Review*.

The National Safety Council publication, newly named *Home Safety*, will now have a complete planning guide for at least one community-wide campaign based on seasonal themes. Suggested projects, selected references, a fact sheet and basic materials for speeches, news releases and radio and TV scripts will be included in the planning guide for use by women's clubs, PTA groups, civic and service organizations when planning accident prevention programs.

In organizations' libraries, the magazine will serve as a quick and handy reference for service projects.

Reporting on research studies and stories from groups on their own activities will continue. Naturally, letters, news notes and project reports are always welcomed and will be printed as space and theme permit so groups can learn what comparable groups are doing to cut down deaths and accidents.

A year's subscription for the quarterly magazine is $2.25. Publication dates are the first day of September, December, March and June.

## Baltimore teachers safer this year . . .

Accidents among the Baltimore, Maryland, teaching staff decreased in frequency rate from 6.50 to 3.76 during the school year 1957-58, the *Staff Newsletter* of the Baltimore public schools reports. There was also a decrease in the severity rate from 169 to 41, and a decrease in the days lost from 1,224 to 320.

## AAA traffic safety poster contest begins

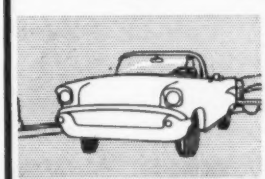
For the 15th year, the American Automobile Association is sponsoring their school traffic safety poster contest. The contest offers students in elementary and high schools an opportunity not only to further their artistic talents and win cash prizes but to realize the importance of traffic safety in their own lives.

**Burns covered 75 per cent of his body when a model plane he was flying hit a high tension wire and exploded. Now, four months later, Dennis Hunkler, 15, of Oakland, California, thinks back to his 13 operations, slowly regains his health and plans to return to school soon.**

The National Association of Secondary School Principals, National Education Association, has placed this contest on the approved list of national contests and activities for 1958-59.

Deadline date for entries in the 15th annual contest is February 28, 1959. For information about entering the contest, write to the American Automobile Association, 1712 G Street, N. W., Washington 6, D. C.


**ARE YOU HAVING ? TROUBLE WITH PARALLEL PARKING**



Learn the new, simplified method of parallel parking a car developed by George L. Bond nationally known safety consultant and high school driving instructor. No mechanical device or gimmick. Park easily your first attempt!

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YES—Rush me illustrated booklet today. I enclose 50c to cover postage and handling.

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# VIEWS and REVIEWS

## New Books

***The Bond Simplified Method for Parallel Parking,*** **by George L. Bond. Palm Springs, California: Bond Safety Projects, Inc. 16 pages. 50 cents a copy. 30 per cent discount when ordering 10 or more booklets for shipment to one address.**

Written for both adults and students who want to learn how to park by an easier method, this is a step-by-step illustrated lesson on how to park by the author's method. The method is a result of an intensive study of parking procedures by the author, who has been a driving instructor for the past ten years.

**Sparky's Coloring Book. *Published by the National Fire Protection Association. Distributed by Osborne-Kemper-Thomas, Cincinnati 12, Ohio.***

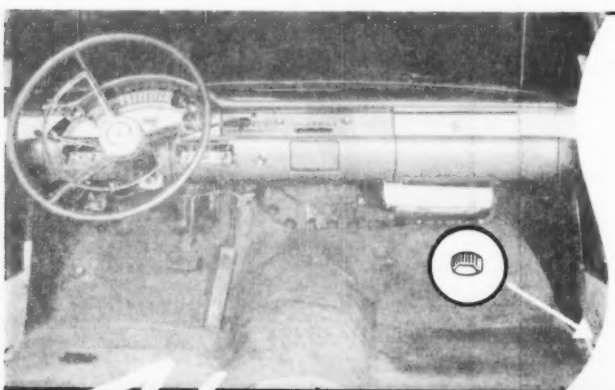
*Sparky's Coloring Book* is a 7 x 10-inch, 16-page fire prevention training aid. The animated Dalmatian tells the fire prevention story in verses and pictures that cover smoking in bed, electric wiring, good housekeeping, kitchen stoves, cleaning fluids, matches, alarms, Christmas trees and chimney inspection.

***The First Grade Log,*** **by Mary Jackson Ellis and Mayon Atherton. Minneapolis, Minn.: T. S. Dennison and Company. 90 pages.**

This log may be compared to the roped-off area where a beginning swimmer may perfect his strokes. Similarly, a beginning teacher may "hang on" to this log as she gains confidence in going beyond its borders. The authors, in their foreword, make it very clear that the log is to be used as a source of suggestions, not as a slavish routine.

Safety has been carefully interwoven throughout the entire year.

Even the experienced teacher might find the log of help in checking her present plans and activities.

Hydramite

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(PATENT PENDING)

recommended for your Driver Training Program!

HYDRAMITE division of Stromberg Hydraulic Brake & Coupling Co.
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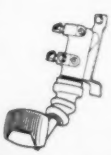
**Savings!**

First cost is your last cost.

Fits all cars including those with power brakes, easily transferred year after year without alterations.

**Safety!**



Allows instructor plenty of leg room—no fumbling for pedal. Each pedal operates independently. Positive hydraulic application.

No bars or cables to confuse the student. No disturbing noise, rattles or squeaks. Safety ignition cut-off switch provided.

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*Accidental Injury Statistics*, produced by the Public Health Service Accident Prevention Program. Washington, D. C.: U. S. Department of Health, Education and Welfare. Single copies, while the supply lasts, may be obtained free of charge from the Department of Health, Education and Welfare, Division of Special Health Services, Washington, D. C.

A publication of special interest to health departments and persons and groups concerned with accident prevention. Charts, tables, facts about injuries and deaths in the United States based on National Health Survey data collected in sample household interviews, from the Office of Vital Statistics, and on information contained in several studies of accidental injuries.

## *Do You Have Your NSC Membership Card?*

SCHOOLS and individuals subscribing to SAFETY EDUCATION Magazine are entitled to membership in the National Safety Council upon application. In order to clarify Council records, those schools subscribing to SAFETY EDUCATION which desire membership status are requested to designate the individual who will represent the school as a member of the Council. That person must indicate to the Council his desire to represent the school's membership status. He or she will, upon applying with the application at right, receive a membership card in the National Safety Council.

Individual subscribers with school affiliation who desire to be recorded as members of the National Safety Council are requested to so indicate.

Effective as of July, 1959, only those who have complied with this request will be carried as members on National Safety Council records. The form below is to be used for this affiliation. *Fill it out and mail it to the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois.*

School and College Division
National Safety Council
425 No. Michigan Ave.
Chicago 11, Ill.

I desire to exercise my privileges as a member of the National Safety Council. Please send the membership card to me.

Name_____

Title_____

Street Address_____

City and State_____

The subscription is in the name of

_____
(School or Individual)

## TRADE PUBLICATIONS

**The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.**

1. **"The Trushay Hand Book"**—A comprehensive six-page illustrated leaflet presents facts about hand care, hand protection and manners, is of interest to men as well as women. Teachers, supervisors and personnel managers can request this free leaflet in quantity from the Educational Service Department THR, Bristol-Myers Products Division, 45 Rockefeller Plaza, New York 20, New York.

2. **"Vision Tester"**—The New York School Vision Tester is a speedy, reliable and practical instrument for measuring the vision performance of school children. It is designed to incorporate the basic requirements of good testing developed at Purdue University and the University of Chicago and is practical and easy to operate. The complete battery of vision tests can be administered in less than two minutes. Test distances are produced optically and are precise and constant. The instrument can be used by children whether they know the alphabet or not. Bausch & Lomb Optical Co., 635 St. Paul St., Rochester 2, New York.

3. **"Portable Chalkboards and Bulletin Boards"**—and other products for visual demonstrations and presentation are the subject of a new 12-page catalog published by E. W. Rowles Co., 106 N. Hickory St., Arlington Heights, Ill. Full specifications, descriptive data and illustrations are included in the booklet.

4. **"Safety Patrol Equipment"**—Catalog lists company's complete line of school safety patrol equipment. Features rubber raincoats, belts, caps, badges, arm brassards, boots and overshoes, school warning signs, etc. Graubord's Inc., 236 High St., Newark 2, N. J.

5. **"Safer Play"**—Hard surfaces in recreation areas and playgrounds are always a source of accident worries. Saf-Pla is a shock-absorbent protective rubber covering for use under playground apparatus or other types of gym and athletic equipment designed to protect even the most reckless from serious injuries resulting from falls. This playground surfacing material can be applied to black top, concrete or any smooth penetration pavement. Bulletin No. 13 gives full details. United States Rubber Reclaiming Co., Inc., Box 365, Buffalo 5, New York.

**SAFETY EDUCATION—TRADE PUBLICATIONS NOVEMBER 1958**
**425 N. Michigan Ave., Chicago 11, Ill.**

Please send me more information on the items circled below:

1 2 3 4 5

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Title .....

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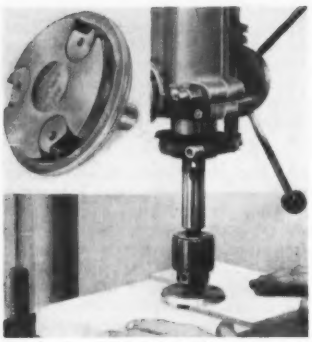
# New Products



### Safe-T-Planer

Announcement of an ingeniously-designed efficient new wood-cutting unit for use in all forms of woodworking and pattern-making is made by Kindt-Collins Company, 12653 Elmwood Avenue, Cleveland 11, Ohio. This tool, named the Safe-T-Planer, permits speedy, accurate wood surfacing to achieve better standards of craftsmanship in woodworking and patternmaking. It utilizes three high-speed steel cutters in such a way that there is no possibility of "grab" or kick-back." Thus there are no safety hazards or danger of injury to the operator according to the manufacturer. The Safe-T-Planer may be used in any drill press with a ½" capacity chuck, for the speedy free-hand surfacing of wide or narrow boards to a uniform thickness without the need for hand tools. The Safe-T-Planer is designed to operate at 5000 RPM. It will also operate safely and smoothly at much slower speeds, but its use is not recommended in high speed routers. (Item 1)

### Improved Gym Wainscot Protects Players

A thick yielding cushion of polyurethan foam covered with vinyl-coated fabric is now used to form Medart Safe-Wal impact-cushioned wainscot for gymnasiums and other play areas. It dissipates and absorbs the heaviest body impact safely and noiselessly, eliminating the need for protective mats or other wall finishes. Safe-Wal can be installed over rough plaster so that no other finish is required for the areas of the wall. The vinyl-coated fabric surface is resistant to perspiration, moisture, grease and dirt and is easy to keep clean and sanitary by an occasional wiping with a damp cloth. Fred Medart Products, Inc., 3535 DeKalb St., St. Louis 18, Mo. (Item 2)

### Superamic Coach

The newest concepts of design and styling are incorporated into the new Wayne Superamic School Coach. It is engineered for maximum passenger protection and driver safety and includes structural innovations for increased impact resistance. The Superamic wrap-around windshield has enlarged proportions to eliminate blind spots and the Lo-Dip corners give visibility immediately in front of the coach. The Superamic is engineered for ease of handling, smooth comfortable riding and for maximum pupil capacity. All metal bus body parts are cleaned, bonderized, and primed and baked after fabrication but before assembly to seal out rust. Wayne Works, Inc., Div. of Divco-Wayne Corp., Richmond, Ind. (Item 3)

### Driver Training Dual Controls

The "100 Series," Dual Controls for Driver Training Cars, are interchangeable from one model car to another with the change of a bracket. They work well and fit almost every recent make of car. The units are available for automatic transmissions and standard transmissions, and are safe for the student and instructor because of lower pedals. The cam action assures noiseless, safe operation and brake wear is compensated for by a full throw —instructors get full response from the dual controls. The "100 Series" is easily installed and takes only 10 to 15 minutes with the fully illustrated installation directions. Portable Dual Controls, Inc., 5133 Grand River Ave., Detroit 8, Mich. (Item 4)

**SAFETY EDUCATION—NEW PRODUCTS** **NOVEMBER, 1958**

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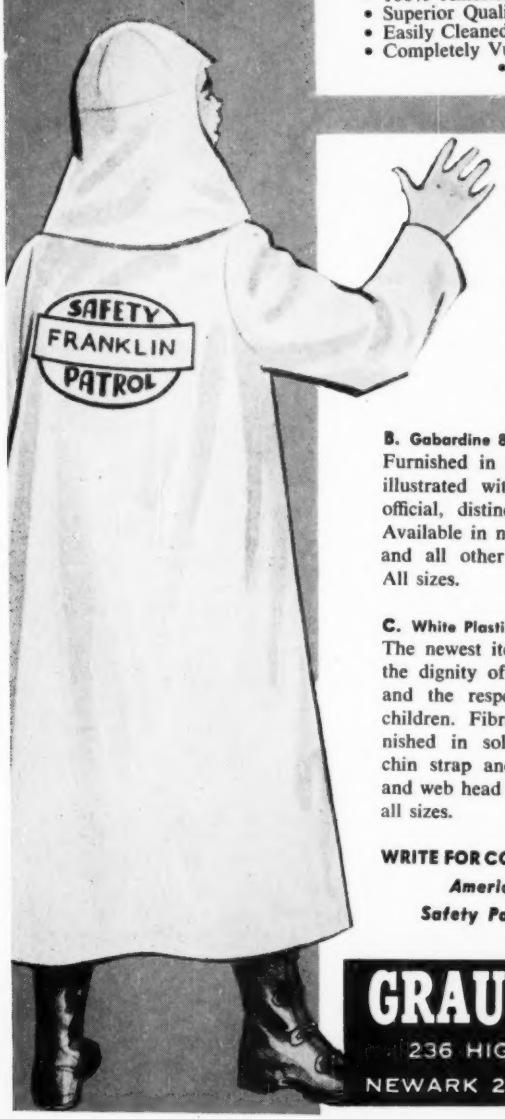


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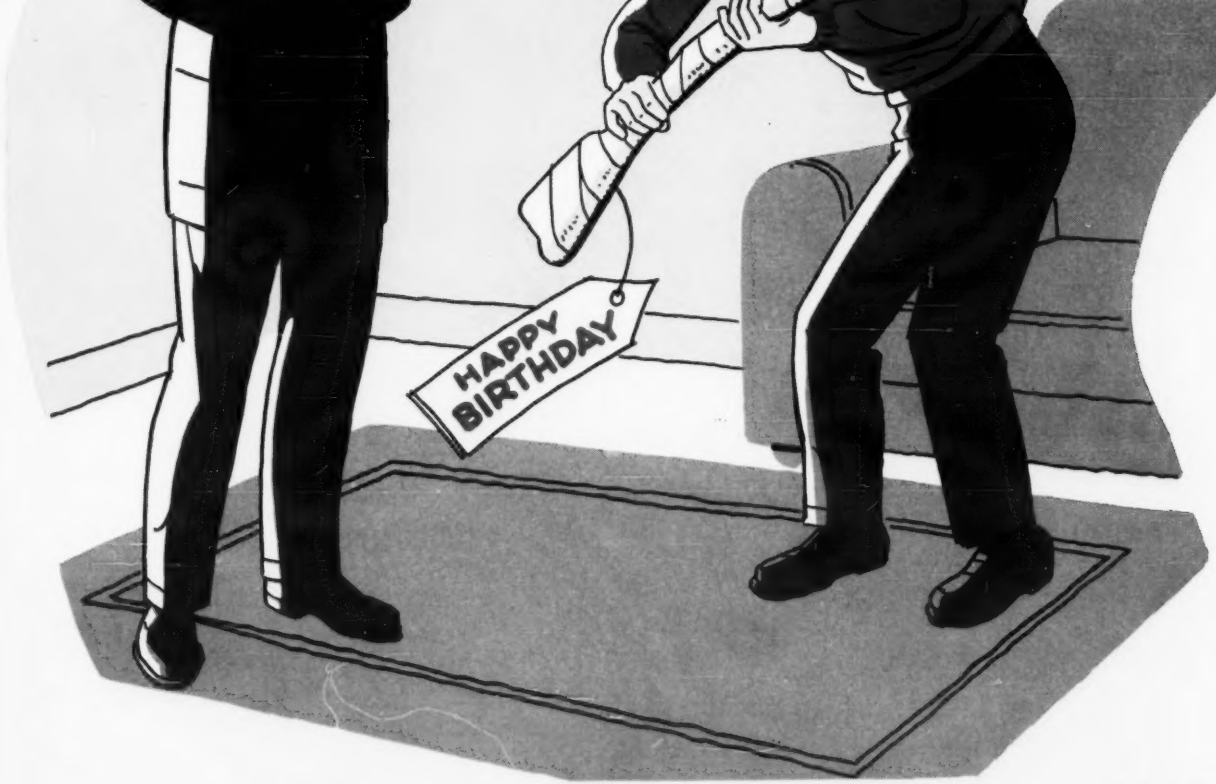


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